DOCUMENT RESUME

ED 078 366 24 CS 000 569

AUTHOR	Johnson, Simon
TITLE	A Survey of Reading Habits: Theme 4, Literature.
INSTITUTION	Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
SPONS AGENCY	National Center for Educational Statistics (DHEW/OE), Washington, D.C.
REPORT NO	R-02-L-04
PUB DATE	May 73
NOTE	157p.
AVAILABLE FROM	Superintendent of Documents, U. S. Government Printing Office, Washington, D. C.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	*Attitude Tests; Community Characteristics; Geographic Regions; *Literature Appreciation; *National Surveys; Racial Differences; Reading Development; *Reading Habits; Reading Interests; Reading Research; Sex Differences
IDENTIFIERS	*National Assessment of Educational Progress

ABSTRACT

Provided by the National Assessment of Educational Progress are the exercises in and results of a survey to determine attitudes toward literary instruction and to discover what types of literature individuals read and how often they read. Overall national results and results for such categories as region, sex, color, parental education, and size and type of community are given for the four age groups involved--9 year olds, 13 year olds, 17 year olds, and adults (26-35). (Statistical data in Appendix A. p.147-261 is omitted because small type is nonreproducible.) (MF)

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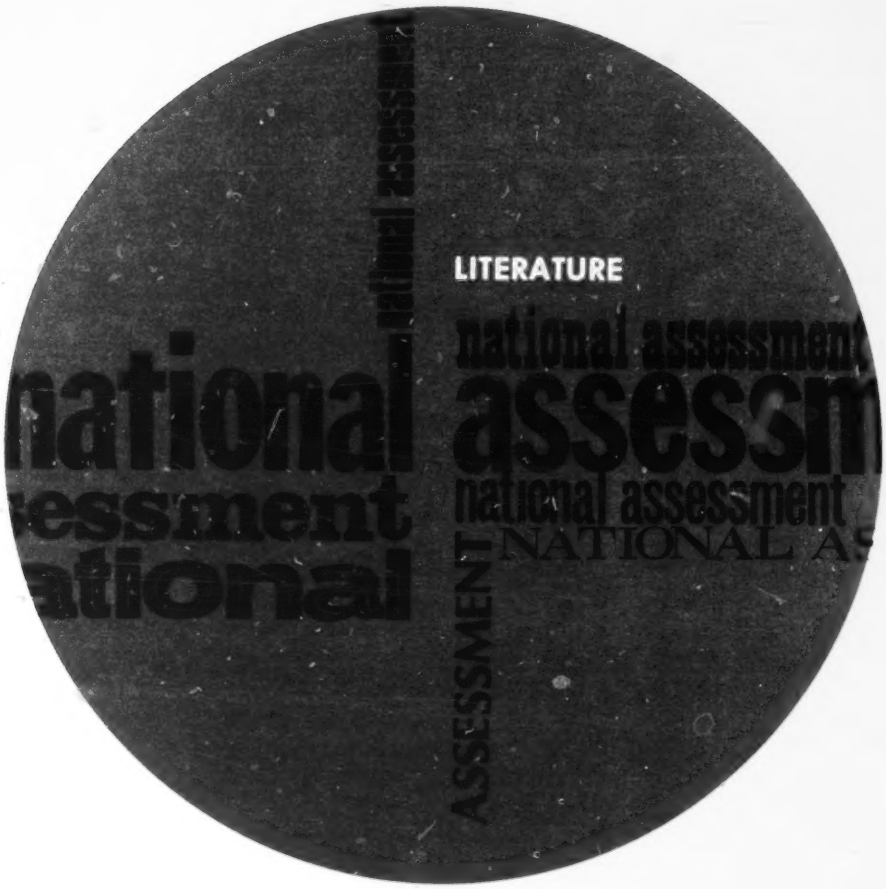

REPORT 02-L-04

A SURVEY OF READING HABITS

1970-71 Assessment

05 000 564

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
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NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

A Project of the Education Commission of the States

Winfield Dunn, Governor of Tennessee, Chairman, Education Commission of the States
Wendell H. Pierce, Executive Director, Education Commission of the States
James A. Hazlett, Administrative Director, National Assessment

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# 1	Science: National Results	July, 1970
# 2	Citizenship: National Results	November, 1970
# 3	Writing: National Results	November, 1970
# 4	Science: Group Results A	April, 1971
# 5	Writing: Group Results A	April, 1971
# 6	Citizenship: Group Results A	July, 1971
# 7	Science: Group Results B (Preliminary Report)	December, 1971
# 8	Writing: Writing Mechanics	February, 1972
# 9	Citizenship: Group Results B	May, 1972
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# 7	Science: Group Results B	May, 1973
#11	Writing: Group Results A & B	May, 1973
#02-L-04	Literature: A Survey of Reading Habits	May, 1973

The project reported herein was performed pursuant to a grant from the National Center for Educational Statistics of the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

This report was made possible in part by funds granted by Carnegie Corporation of New York and the Ford Foundation's Fund for the Advancement of Education. The statements made and views expressed are solely the responsibility of National Assessment of Educational Progress, a project of the Education Commission of the States.

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NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

A Project of the Education Commission of the States

REPORT 02-L-04

A SURVEY OF READING HABITS

Theme 4, Literature

May, 1973

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402

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Staff support was provided by:

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Exercise Development Department
Information Services Department
Research and Analysis Department
Utilization/Applications Department
Data Processing Services Department (ECS)

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FOREWORD

Each year, beginning with its second assessment year, the National Assessment of Educational Progress publishes a General Information Yearbook which describes all major aspects of the Assessment's operation. The reader who desires more detailed information about how National Assessment defines its groups, prepares and scores its exercises, designs its sample and analyzes and reports its results, should consult the General Information Yearbook for Year 02, Reading and Literature (02-GIY).

Briefly, the National Assessment of Educational Progress is an information gathering project which surveys the educational attainments of 9-year-olds, 13-year-olds, 17-year-olds, and adults (ages 26-35) in ten subject areas: Art, Career and Occupational Development, Citizenship, Literature, Mathematics, Music, Reading, Science, Social Studies, and Writing. Two areas are assessed every year and all areas are periodically reassessed in order to measure educational progress. Each assessment is the product of several years' work by a great many educators, scholars and lay persons from all over the country. Initially, these people design objectives for each area, proposing specific goals which they feel Americans should be achieving in the course of their education. These goals are reviewed by more people and then passed along to developers of tests, whose task it is to create measurement tools appropriate to the objectives.

When the exercises prepared by the test developers have passed extensive reviews by specialists in the subject matter and in measurement, they are administered to probability samples of various populations. The people who comprise those samples are chosen in such a way that the results of their assessment can be generalized to an entire national population. That is, on the basis of the performance of about 2,500 9-year-olds on a given exercise, we can generalize about the probable performance of all 9-year-olds in the nation.

After assessment data has been collected and analyzed, National Assessment publishes reports such as this one to present the results as accurately as possible. So that there may be no misunderstanding of the results published in this volume, we urge the reader to consider the following discussions of the reporting format and the limitations of the data.

How National Assessment Results Are Presented

Each theme provides several kinds of information about the results for each exercise.

First, there are national results for all foils or all scoring categories. Printed along with each exercise are the national percentages of people who selected each choice or were placed in each scoring category. These figures should add up to 100%, but sometimes they do not because they have been rounded off to the nearest tenth.

Then there are group results (graphic and tabular) for correct choices and appropriate scoring categories. National Assessment divides the national population into various groups or categories of people in order to provide data about certain types of schools and students. The variables are region of the country, sex, color, parental education, and size and type of community. Within each variable there are at least two groups. Each of the variables and groups is fully defined in the General Information Yearbook, but the following explanations may serve the reader's purposes:

Region. The country has been divided into four regions--Southeast, West, Central, and Northeast--in order to present results for various regions relative to the national results.

Sex. For every exercise we present the results obtained by males and by females.

Color. Currently, we present results for Blacks and Whites.

Parental Education. The four parental education categories are defined by the highest level of education attained by either of a person's parents. The no-high-school category is comprised of all people who indicated that neither parent went to high school. The some-high-school category consists of all those who indicated that the parent with the most education attended high school but did not graduate. In the graduated-from-high-school category are all those who indicated that at least one parent graduated from high school, and in the post-high-school group are all who indicated that at least one parent received some post high school education. (This may mean college, but it also includes adult education courses of any kind, vocational training, etc.)

Size and Type of Community (STOC). The categories or groups within this variable are defined by the size of a person's community and an occupational profile of the area his school serves. Again, the reader should consult the General Information Yearbook for precise definitions of these groups.

1. Extreme Inner City. People in this category attend schools in cities with populations greater than 150,000; the schools serve areas in which a high proportion of the residents are on welfare or not regularly employed.

2. Extreme Rural. People in this category attend schools in a community having a population less than 3,500. Most residents in the area the school serves are farmers or farm workers.

3. Extreme Affluent Suburb. Individuals in this group attend schools within the city limits or residential area served by a city with a population greater than 150,000; the area served by the school consists primarily of professional or managerial personnel.

4. Rest of Big City. These are students attending schools in a big city (population greater than 200,000) who are not included in either the Extreme Inner City or Extreme Affluent Suburb groups.

5. Medium Size City. Individuals in this category attend schools in cities with populations between 25,000 and 200,000.

6. Small City. People in this group attend schools in a community of less than 25,000 inhabitants.

7. Suburban Fringe. People in this group attend schools in the metropolitan area served by a city with more than 200,000 inhabitants; the school and the area it serves are outside of the city limits.

Size of Community Groups. The results for 9-, 13-, and 17-year-olds who are in school can be presented in terms of these STOC categories. However, we do not have the information necessary to present the results for adults and out-of-school 17-year-olds in the same way. Consequently, the following less specific breakdown of results appears for all 17-year-olds (in- and out-of-school) and young adults:

1. Big City. In this group are all adults and out-of-school 17-year-olds who live in cities with more than 200,000 inhabitants; also included are 17-year-olds who attend schools in the same sized cities.

2. Urban Fringe. This category consists of adults and out-of-school 17-year-olds who live in the metropolitan area served by a big city; but outside of the city limits. It also includes 17-year-olds attending school in such areas.

3. Medium Size City. This category is comprised of adults and out-of-school 17-year-olds who live in communities with populations between 25,000 and 200,000; it also includes 17-year-olds attending schools in such communities.

4. Small Places. Adults and 17-year-olds who live or attend school in communities with populations under 25,000 fall into this group.

Group Effects or Differences from the National Percentage

The graphs of group performance present, along with the percentage of success for each group, a percentage which indicates how that group's performance differs from the national performance. If the percentage is lower than the national percentage, the difference is expressed as a negative number; otherwise, it is a positive number. These "effects," or differences from the national percentage, always appear in the column at the left margin of every graph.

Significant Differences

The object of a national assessment is to determine what an entire population (all 9-year-olds, say, or all Blacks) have achieved. Since we cannot assess everyone, we have to draw samples of people and infer from their achievements what everyone would achieve. All of our results, then, are estimates; but we are confident that they accurately reflect performances of entire populations plus or minus some small error.

In our discussion of differences between group percentages and national percentage, we want to call attention to those effects which are almost certain to exist in the population and are not products of random sampling error. National Assessment computes these significant differences by using a measure of the variability in responses called a standard error. Since we want to be confident that a difference in percentages can be relied upon to appear in an entire population, we have adopted a statistical convention whereby, for each exercise, every group percentage which is more than 2 standard errors above or below the national percent will be viewed as a significant difference. Differences that large would occur only rarely by chance (i.e., less than 5% of the time) if no real difference existed; dif-

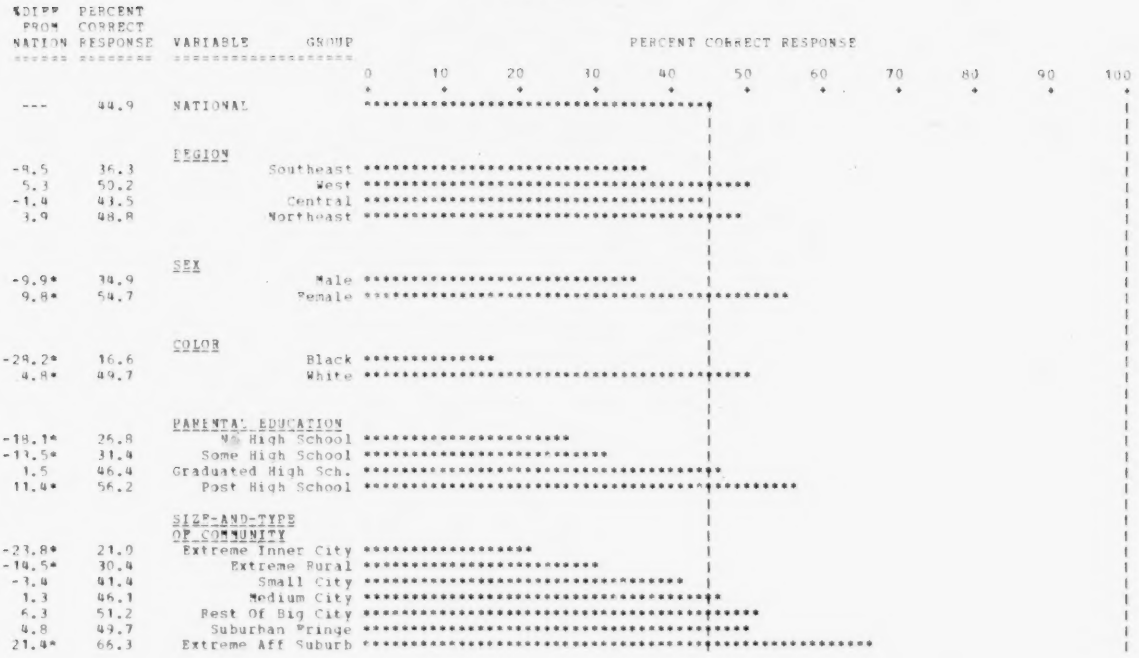
ferences of 2 standard errors or larger would probably indicate that the group and national percentages are really different. These significant differences are the starred figures in the column of differences on the left margin of each graph. They are usually the only effects discussed in the text and are referred to as "significant," "noteworthy," "notable," "reliable," and so on. Though the graphs represent many apparent differences from the national figure, we are not prepared to state that the unstarred results are anything other than random departures from the national figure; however, we are quite sure that the starred figures are not random departures.

Graph A shows what percentage of 9-year-olds selected the correct answer to an exercise both in the country as a whole and in various groups. The top line shows that the figures in the second column are percentages of success. About 52% of all the youngsters answered correctly; at the end of the line of stars which represents this figure there is a vertical dashed line running to the bottom of the graph. The displacement between the end of a starred line and the dashed line depicts the difference between a group result and the national figure. The precise numerical differences appear in the left-hand column of figures; ten of them are starred--i.e., significant--and these ten would be discussed in the ensuing text.

The results depicted by Graph A are representative of results found most often in this theme: that is, the starred lines usually get longer as one looks from the top of a set of variables to the bottom. Put another way, the Southeast line is usually shorter than the Central or Northeast line, the male line shorter than the female, the Black shorter than the White, the no high school shorter than the post high school, and the inner city line is shorter than the affluent suburb line.

The text for each exercise serves to highlight the notable features of the results. It is not in any way definitive. Rather, it is intended to present all pertinent data about the exercise and the information it yielded in order that each reader may judge for himself the usefulness of this material and its implications for the teaching of literature to different sorts of people.

Graph A



Limitations of the Data

Within the limitations due to measurement[1] and sampling error,[2] the obtained data as presented in National Assessment reports accurately describe the educational achievements of certain groups as they actually exist in the real world.

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[1]Measurement error stems from three sources: (1) the measuring instrument--in our case, the exercises--may have imperfections such as ambiguity or a built-in tipoff to the correct response; (2) the respondent's physical condition (permanent or temporary), emotional or attitudinal condition (again permanent or temporary), and motivation; and (3) the measurement situation--temperature, lighting, pleasantness of surroundings, noise level and the test administrator. The first two errors tend to be constant from group to group and do not affect comparisons.

[2]See Chapter 10 and Appendix C, General Information Yearbook (02-GIY) for a discussion of sampling error.

When the data show that a group has achieved either above or below the nation as a whole, one must exercise great caution in speculating about the causes of these obtained differences. Many factors may affect an individual's ability to give acceptable responses to exercises in the assessed subject areas. Consider, for example, a hypothetical group whose achievement is well above the national average. Most members of the group may attend schools which have excellent physical facilities and high quality faculties, belong to families which have attained a high socio-economic level, have well-educated parents, come from homes with many reading materials and so on. All these factors could contribute to the group's high level of achievement, while membership in the group itself may contribute very little or nothing.

The name of a group is merely a categorical label. When we look at the data for a given group, therefore, we cannot say that any difference in achievement between that group and the nation as a whole is attributable solely to membership in that group. In other words, a group must not be construed as necessarily being the cause or even being a cause for the comparatively high or low achievement of that group as compared to the nation as a whole. Often, a disproportionately large percentage of the members of a group of interest are also members of particular groups defined by other factors. All these factors may contribute to the group's high (or low) level of achievement.

INTRODUCTION

As the title of this theme suggests, the materials presented here are not properly "exercises," but survey questions about reading habits and attitudes toward literature. In a sense, then, these results bear upon both the Reading and Literature assessments and create a context within which the results presented in other Reading and Literature theme volumes might be more clearly understood.

It is important for the reader to realize that all survey questions, whether used in an education assessment or a political poll, gather information that must be accepted with certain reservations. This is primarily because they depend so much on the goodwill of the respondents. People who indicate that they read frequently may or may not be telling the truth; in fact, someone who feels he did not perform well on other exercises may try to "make up for it" by showing enthusiasm on the survey items. In order to cut down on the incidence of insincerity or overcompensation and in order to increase reliability, we followed most survey questions with requests for more specific information. For instance, after asking people if they thought great literature was valuable, we asked them to give reasons for their responses; and after asking people if they had read certain kinds of books, we asked those who said yes to provide titles and even descriptions of books they cited.[1] Whenever we required such verification, we found that the response percentages were lower than they were for simple "yes-no" questions. This indicates

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[1]It is possible, of course, that someone really had read some works but could not remember titles; however, in such instances, the survey has become more like a normal test situation (in which it might be said that a student knew the correct answer but could not remember it) and the information is much more concrete. It is also possible that those who named titles had not read the books but had only heard of them; that is the chance one takes, and it is similar to the usual testing risk that someone has answered a multiple choice item correctly by randomly choosing a foil.

that the follow-up questions were usually successful in separating people with good intentions from those with something specific to report.

In recent years, a number of people have asserted that today's young people prefer television and movies to books, and that when teenagers do read books, they prefer timely novels to older works, nonfiction to fiction. We will not know that these assertions are valid unless we continue to undertake large national surveys such as this one over a period of time. This theme, then, represents only the beginning of a long-term effort to supplant speculations about what people are reading with more concrete information. In the next assessment, we will inquire even further into attitudes toward literature and reading habits, to discover whether or not announcements of the death of reading have been premature.

CHAPTER 1

ABSTRACT OF RESULTS

Theme 4: A Survey of Reading Habits contains two kinds of exercises. The first kind were designed to determine attitudes toward literary instruction and the second kind were designed to discover what types of literature individuals read and how often they read. The national results indicate not only that a great majority of Americans read works of literature, but that the majority feels that it is important to read and to teach literature in school.

The first two exercises in this theme, for instance, ask 13-year-olds, 17-year-olds and young adults if they feel it is important to teach literature in school. At age 13, slightly more than three out of four children agreed that it is important, and in the two older age groups, the proportion was about nine out of ten. Although people had difficulty explaining their answers, about half or more of the individuals in each age group gave reasonable statements about why they believe teaching literature is important. At age 13, 49% gave reasonable statements; at age 17, the figure was 62%; and among adults, 49%.

Seventeen-year-olds and young adults were also asked if they think that reading great literature is of any value. Only 10% of the 17-year-olds and 8% of the adults reported that they thought reading great literature was of no value. Among both groups, about four out of five individuals reported that they did feel that reading great literature had value, and more than three out of five listed at least one reasonable explanation of the value of reading great literature. At least one out of every five individuals in both groups listed two or more good reasons for reading great literature.

After reporting sentiments such as these, what do Americans say they actually read? In Exercise R410, 13-year-olds, 17-year-olds and young adults were asked if they read any of eight types of literature, and if they could remember specific titles. The types were: long stories or novels, short stories, biographies or autobiographies, plays, poems that tell a story (i.e., epic or narrative poems), other poetry, essays and books of literary history or criticism. Nationally, 98% of the 13-year-olds reported that they read on their own--that is, apart from any

school assignment--at least one of the eight types; 95% of the 17-year-olds and 89% of the adults made the same report.

The percentages remained high even when the respondents were asked to name the titles of the works they reported they had read. Among 13-year-olds, 86% remembered titles; among 17-year-olds, the figure was 87%; and among adults, 76%.

Although the proportions reporting titles in a wide variety of categories were not large, the figures indicate that Americans do read a number of types of literature. Among 13-year-olds, 22% named titles in only one of the eight categories, 26% named titles in two categories, 20% named titles in three categories and 18% named titles in four or more categories. Among 17-year-olds and adults, the figures were similar, but almost one in four of the 17-year-olds and 22% of the adults named titles in four or more categories.

The parts of Exercise R410 concerned with novels and with poems are particularly interesting, since these are the two types of literature most stressed in traditional education. In the first, 72% of the 13-year-olds reported that they read novels or long stories on their own; 79% of the 17-year-olds and 76% of the adults made the same claim. The percentages reporting titles were lower than these, but they still represent a majority at each age. Half the 13-year-olds, 69% of the 17-year-olds and 64% of the adults reported titles.

The proportions at each age level that reported reading poems are smaller than the proportions for novels, but the figures still indicate a significant interest in poetry nationally. More than 46% of the 13-year-olds reported that they read poetry on their own; 43% of the 17-year-olds and 30% of the adults reported that they did. The proportions giving titles are smaller, but still represent a sizable number of individuals. At age 13, 24% gave titles; at 17, 25%; and among adults, 18%.

Complete results for other exercises appear in the text and the data appendix that follows. Before presenting them, however, we should turn first to the overall results for each National Assessment variable group.

Overall Group Results by Age

The median percentages used in this overview enable us to compare the performances of various groups to the national performance over all the exercises in this theme.

In Exhibits A-D, each box represents the difference in performance between a group and the nation as a whole on a

particular exercise. For example, in Exhibit A, the bottom box in the SE (Southeast) column shows that the Southeast was 6% below the national percentage on that exercise. Each arrow depicts the median of all the exercise differences for a group, enabling the reader to see how far above or below the national level each group's median difference (or median effect) lies. For example, the median difference for the Southeast in the same exhibit is .7%. Empty boxes correspond to exercise differences which were considered atypically above or below the group median difference; these exercises are referred to in the discussion as having produced unusually high or low results for that group relative to its median difference.

Overall Group Results for 9-Year-Olds

The national median response percentage for 9-year-olds was computed using the 11 response percentages listed in Appendix B. Response percentages ranged from 32.5% to 65.0%, and the median national response percentage was 43.6%.

As Exhibit A reveals, the median difference for the Southeast (SE) was .7%. In other words, half its differences were above .7%, half were below. However, on Exercise R409, surveying magazine reading habits, the group's response percentage was 6% below the national response percentage, an atypically large negative difference for that group.

The median effect for the West (W) was -2.8%; however, on a survey of fiction reading habits (R404A), the Western percentage was 4 points above the national response rate.

The median difference for the Central group (C) was 1.9%; for the Northeast (NE) group it was -.9%.

The male (M) median difference was -1%. However, males performed atypically well on items surveying nonfiction reading habits, e.g., R404C, R404A, R404D and R404E.

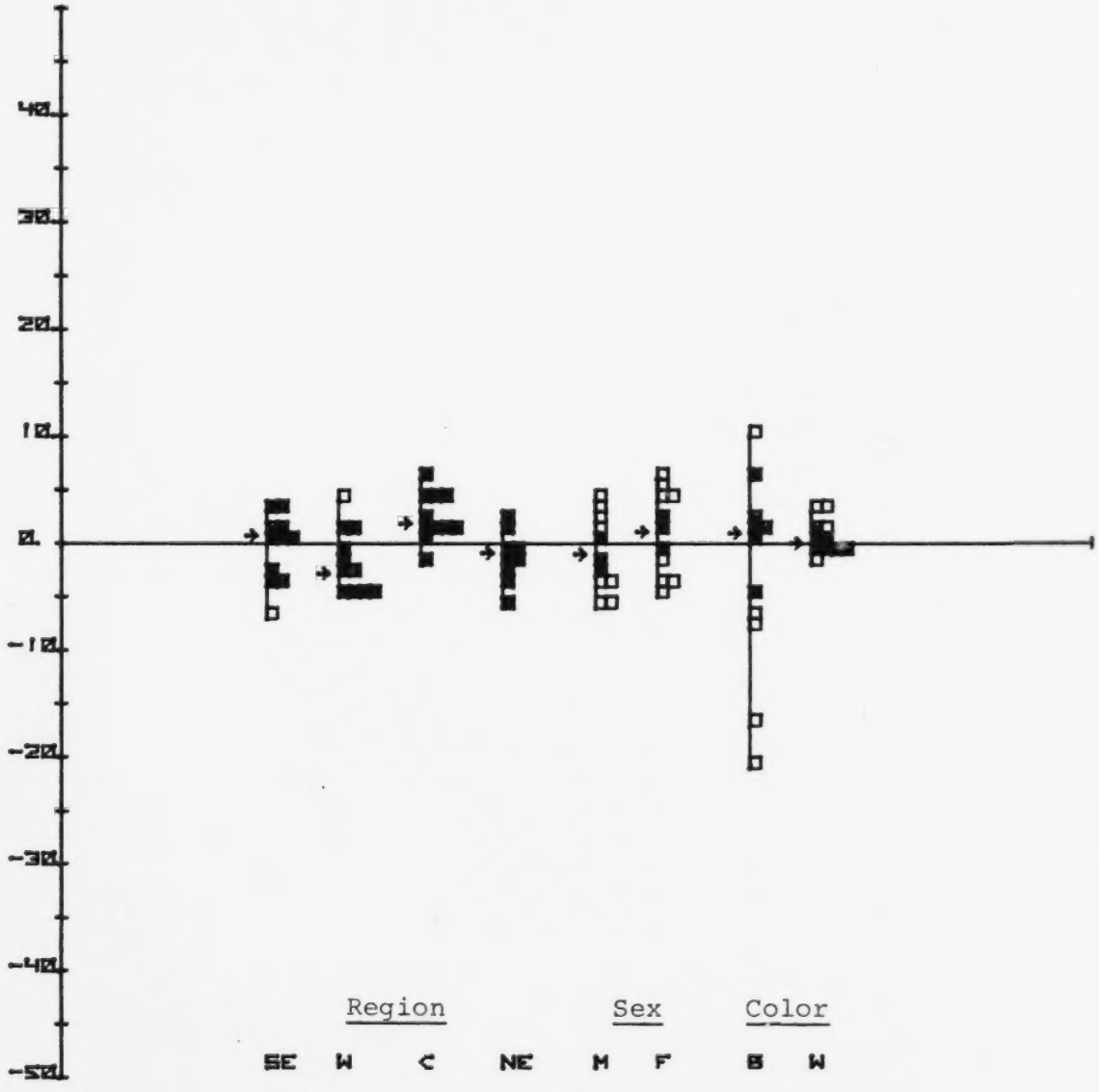
The female (F) median difference was 1%. Though the 9-year-old girls' response percentages were lower than the males' on the nonfiction questions just mentioned, their results were unusually high on questions about the frequency with which they read poetry and fiction, e.g., R407D, R406, R404A and R404B.

The median difference for Blacks (B) was 1%, but on a question asking them if they liked to read poetry often (R404B), their response percentage was almost 10 points above the nation's.

The White (W) median effect was almost zero; in other words, half of the White differences were above the national percentage

EXHIBIT A

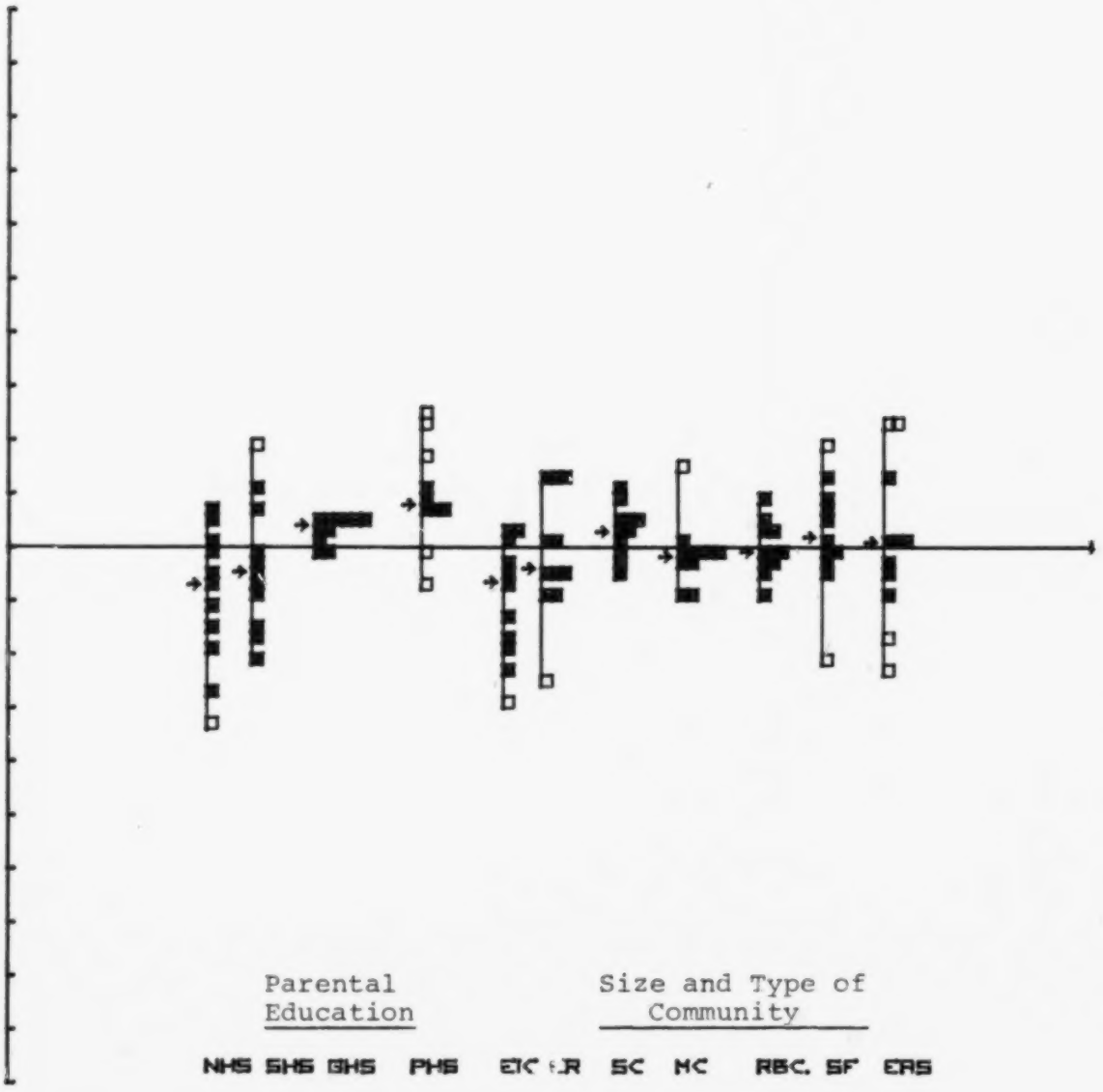
Distribution of Effects by Group, Age 9



	Region				Sex		Color	
	SE	W	C	NE	M	F	B	W
Median	0.7	-2.9	1.8	-1.0	-1.1	1.0	0.9	0.0

EXHIBIT A

Distribution of Effects by Group, Age 9



	Parental Education				Size and Type of Community						
	NHS	SHS	GHS	PHS	EIC	LR	SC	MC	RBC	SF	ERS
Median	-3.6	-2.5	1.9	3.8	-3.4	-2.1	1.3	-1.0	-0.5	0.8	0.3

and half were below it. Particularly great positive effects appeared on questions about their magazine reading habits (R409) and their involvement in fiction and biography (R407A, R408).

The median difference for the no-high-school group (NHS) was -3.5%, for the some-high-school group (SHS) it was -2.4%, for the graduated-from-high-school group (GHS) it was about 2% and for the post-high-school group (PHS) it was 3.9%. Particularly high results appeared for this latter group on surveys of fiction, biography and magazine reading habits (R407A, R408 and R409).

The median differences for the STOC groups ranged from the -3.3% of the extreme-inner-city group (EIC) to the 1.4% figure for the small-city group (SC). The rural group's (ER) difference was -2.1% and the rest-of-big-city group's (RBC) was -.5%. The suburban-fringe group (SF), with a median difference of .9%, registered an atypically greater positive difference from the national performance on R404D, a question about how often people read nonfiction.

The medium-city group (MC) performed unusually well on R404A ("Do you like to read make-believe stories?") and had an overall median difference of -.9%. Finally, the extreme-affluent-suburb group (EAS) had a median effect of .4% and performed atypically well (12 points above the nation) on surveys of fiction and magazine reading frequency.

Overall Group Results for 13-Year-Olds

The national median response percentage for 13-year-olds was computed with 27 response percentages (listed in Appendix B) ranging from 1.4% to 61.6%; the median response percentage was 36.8%.

As Exhibit B reveals, the Southeast median difference was .7%. However, on two exercises (R405B and R405C, surveys of poem and play reading habits) this group's percentage was more than 8 points above the nation's. The West's median effect was 1.5% and it performed unusually well on R410A, "Have you read any novels on your own?" The Central region's median effect was -.9% and the Northeast's -.8%. Effects for the latter group were atypically high on R411A (a fiction survey) and R411F ("Have you read any books a second time?").

The median difference for males was -2.5%, for females, 2.4%. Male differences were again atypically high on surveys of nonfiction reading habits. See, for instance, R405G (news magazines), R405D, R405F (editorials), R410C and R411C (biog-

raphies). Female effects were unusually high on items dealing with fiction, e.g., R410A, R411A, R405A. Females also displayed higher than usual differences on questions about the importance of literature (R401) and the number of times people reread works (R411G and F).

As Exhibit B reveals, there was a wide distribution of Black effects and a narrow distribution for Whites. The Black median difference was -3.6%, but on several exercises their response percentage was at least 3 points above the national response. On R405B and R405C the percentages of Blacks indicating they like to read poetry and plays often were 21 points above the national level.

The White median difference was .7%. Atypically high positive effects appeared on R411A, G and F which dealt with rereading habits; on surveys of fiction books read (R410A, R405A); and on R401, an attitude question about the importance of reading literature.

The median effect for the no-high-school group, which also showed a wide distribution of results, was -4.8%. However, on R405B, "Do you like to read poems often?", this group's percentage was 15 points higher than the nation's; and on R405C, asking the same question about plays, it was 11% higher. On another question about plays, requiring verifiable play titles, this group's response percentage was 5 points above the national figure.

The some-high-school parental education group's median difference was -.6%, and it too had atypically high positive effects on R405B and C.

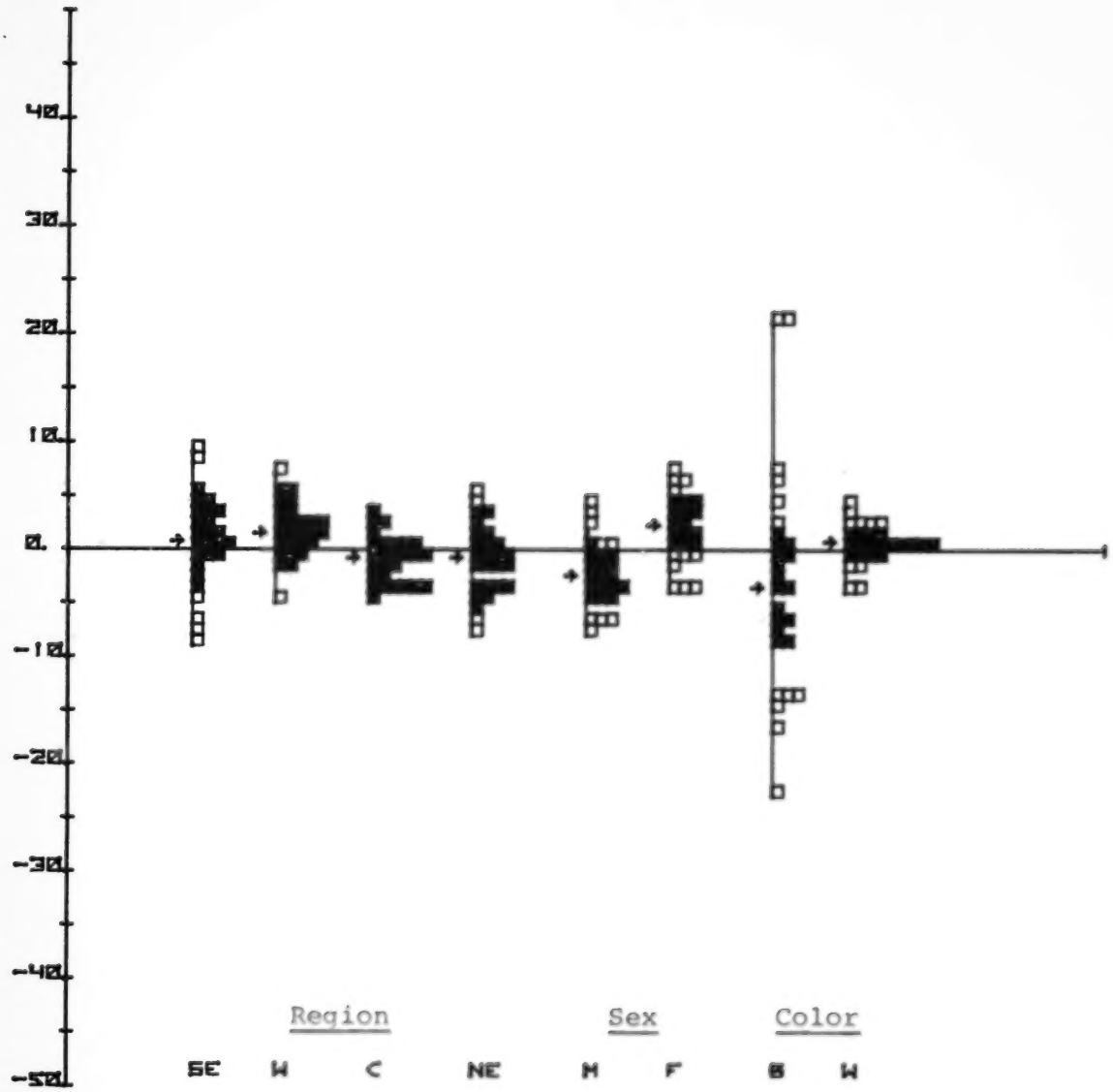
The graduated-from-high-school group's median difference was -1.1%. Its positive difference was unusually great on R405E ("Do you like to read short stories often?") and R401, "Why do you think it's important to study literature?"

The median difference for the post-high-school group was 4.4%. However, its difference was around 10% on questions asking for titles of novels and biographies read (R410A, C). Its positive differences were also atypically high on most parts of Exercise R411.

No STOC group had a median difference higher than 2.8% (the affluent-suburb group) or lower than -2.2% (the extreme-inner-city). However, there were some atypically high positive results worth mentioning. The inner-city group's effect was about 10% on R405B ("Do you like to read poems often?") and on R411B (verified play titles). The extreme-rural group's response

EXHIBIT B

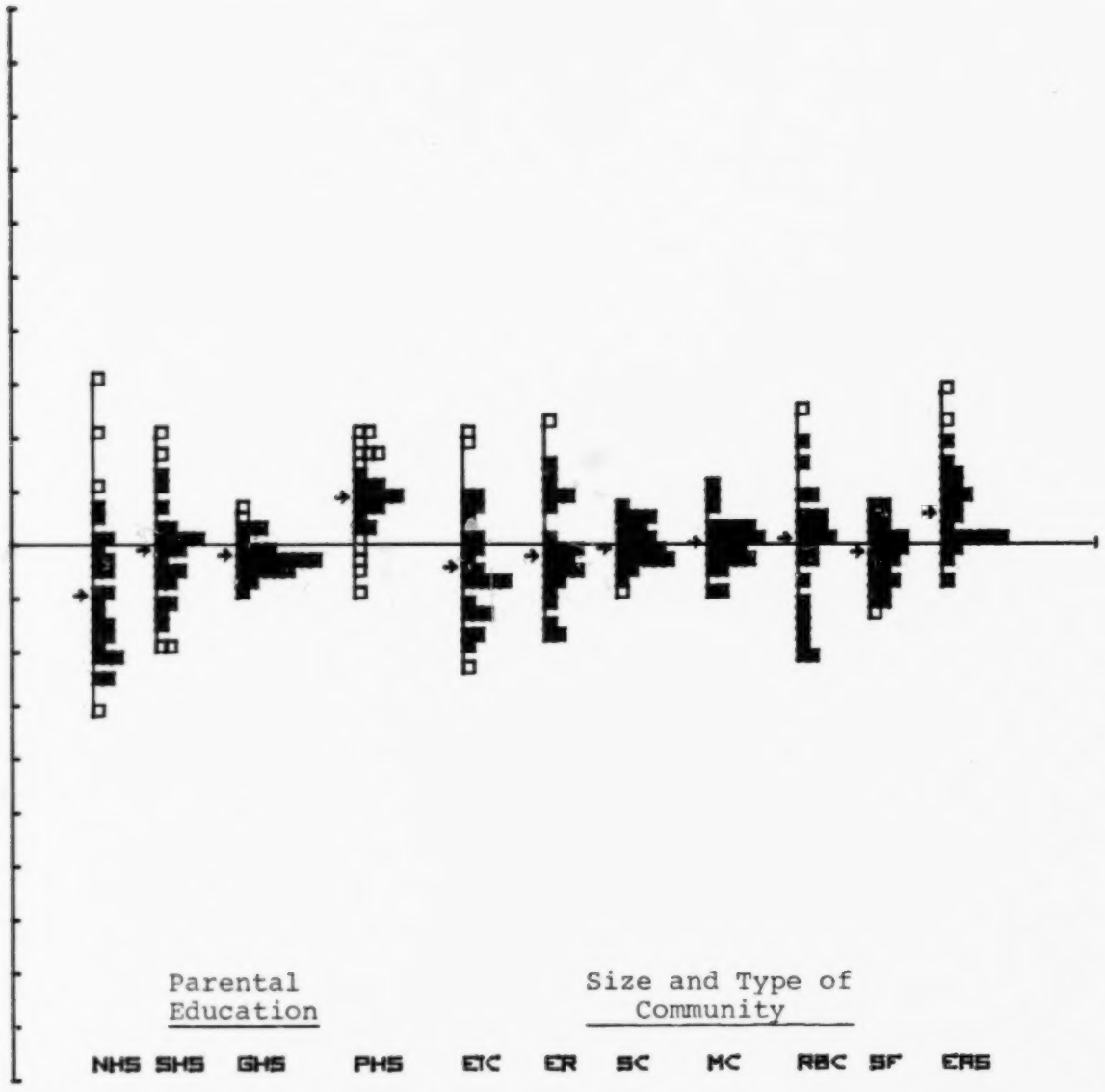
Distribution of Effects by Group, Age 13



	Region				Sex		Color	
	SE	W	C	NE	M	F	B	W
Median	0.7	1.5	-0.9	-0.9	-2.6	2.2	-3.7	0.6

EXHIBIT B

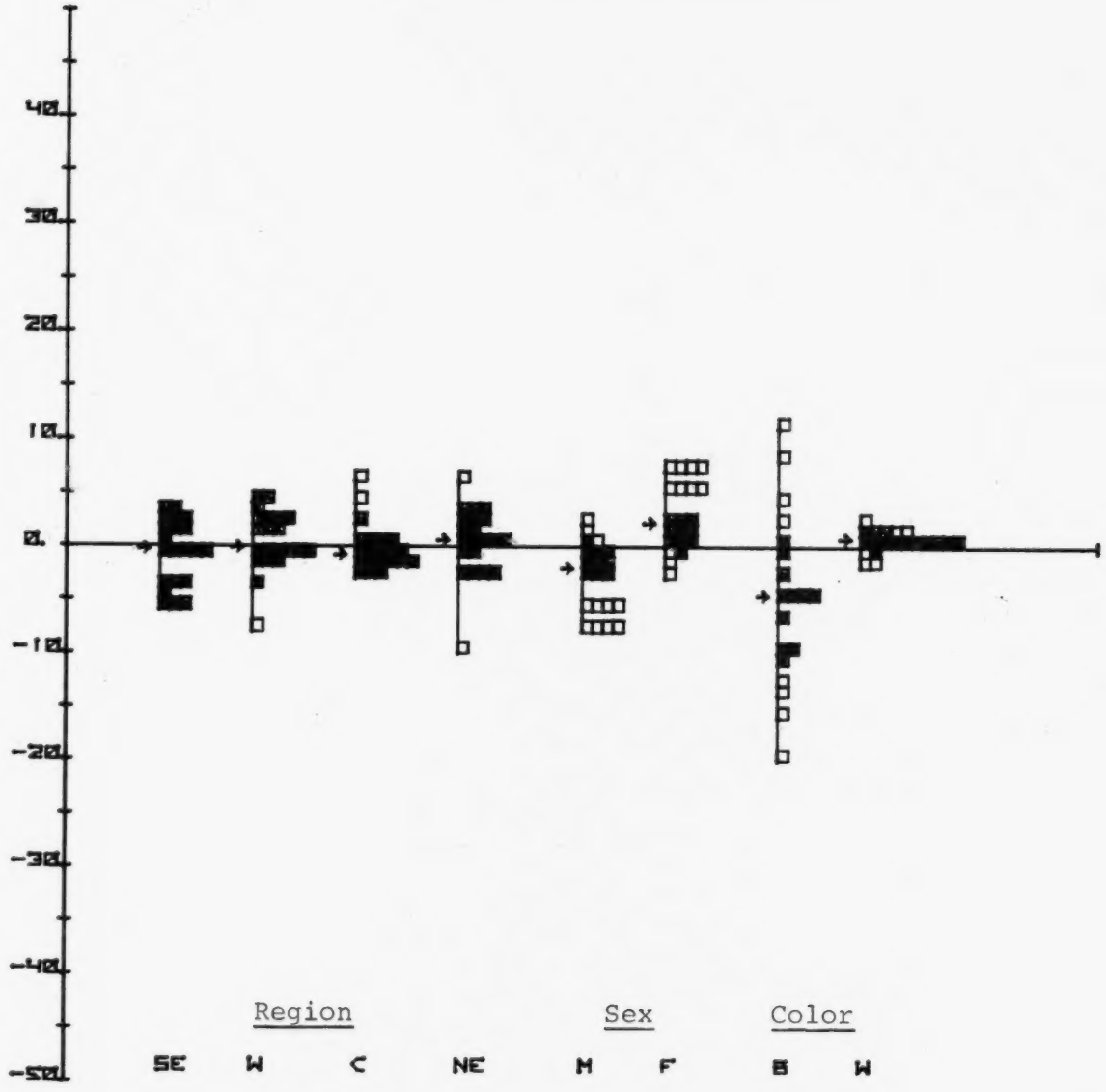
Distribution of Effects by Group, Age 13



	Parental Education				Size and Type of Community						
	NHS	SHS	GHS	PHS	ETC	ER	SC	MC	RBC	SF	ERS
Median	-4.8	-0.6	-1.1	4.3	-2.2	-1.2	-0.5	0.0	0.4	-0.9	2.8

EXHIBIT C

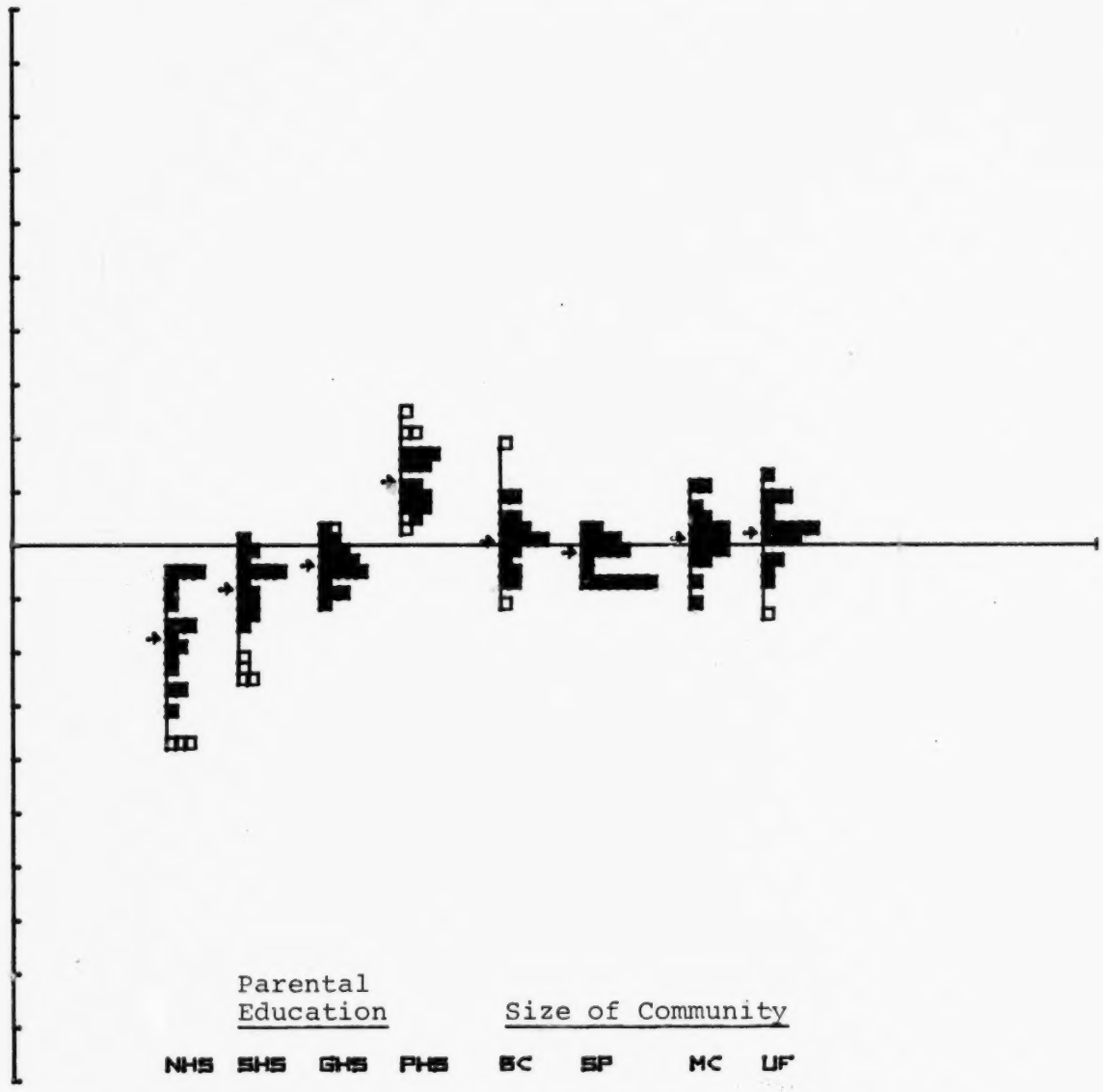
Distribution of Effects by Group, Age 17



	Region				Sex		Color	
	SE	W	C	NE	M	F	B	W
Median	-0.3	-0.2	-0.9	0.5	-2.2	2.1	-4.7	0.7

EXHIBIT C

Distribution of Effects by Group, Age 17



	Parental Education				Size of Community			
	NHS	SHS	GHS	PHS	BC	SP	MC	UF
Median	-8.8	-4.2	-2.0	5.9	0.2	-0.8	0.5	1.0

percentage was 12 points above the nation's on R406, "Do you read for enjoyment often?" Though the rest-of-big-city group had a median difference of .4%, it was 13 points above the national level on R411A, which required verifiable novel titles. The extreme-affluent-suburb group's effect was 12% on a similar item (R410A) and 15% on R410C, which required verifiable biography titles.

Overall Results for 17-Year-Olds

The national median response percentage for 17-year-olds (43.1%) was based on 21 results (listed in Appendix B) ranging from 4.9% to 97.0%.

As Exhibit C reveals, the median differences for all four regions were all within + or -1%. The Central group's effect was atypically high on two items: R411B (verifiable play titles) and R402 ("Do you think literature should be taught in every school?"). The Northeast had an atypically high positive effect on R410D, which called for verifiable play titles.

The median difference for males was -2.1%. Their positive effects were unusually high on Exercises R411C (biographies), R410G (essays) and R410H (literary history). Females, with a median difference of 2.2%, showed their greater positive group effects on R410A, D and F (novel titles, play titles and poem titles) and R411A, B, E and H (dealing with novels, plays and rereading habits).

Effects for Blacks ranged from -19% to 11.5%; their median effect was -4.7%. Atypical positive differences occurred in R410C and R411C (both surveying biography reading habits) and R410D and R411B (both dealing with plays). The White median difference was .7%, but on a few questions about rereading and novel titles (R411G and F, R410A) the group's differences were higher.

At this age, as at the other ages, there was a steady increase in median difference percentages among the parental-education groups. The no-high-school group's median difference was -8.7%, the some-high-school group's difference was -4.1%, the graduated-from-high-school group's was -1.9%, and the post-high-school group's was 5.9%. This last group posted particularly large positive differences on R410A and R411A, requiring novel titles. It also did well on that part of R403 which required reasons why literature should be taught in every school.

The median effects for the size-of-community groups ranged from -.8% to 1.0%. However, the big-city group registered an

atypically high positive difference on R410D, which required verifiable play titles.

Overall Results for Adults

The national median response percentage for adults was 35.7%. It was based upon 21 results (listed in Appendix B) ranging from 4.8% to 95.8%.

As Exhibit D illustrates, the Southeast regional group's median effect was -7.3%, the West's was 1.6%, the Central region's was -1.9% and the Northeast's was 2.9%. The West had unusually high positive differences on R411G and F (about rereading works), R410A (requiring novel titles) and that part of R403 requiring reasons why literature is valuable.

The male median effect was -1.8%. Adult males did particularly well on the attitude questions R402 and R403. Females, with a median effect of 1.7%, had unusually high positive effects on R410A and R411A, both of which required verifiable titles of novels people had read.

The Black median difference was -7.5% and the White's was 1.0%.

The parental-education groups performed as they usually do. The no-high-school group's median difference was -9.4%, and the some-high-school group's median difference was -2.1%. This last group showed an atypically great positive effect on R402, "Should literature be taught in every school?"

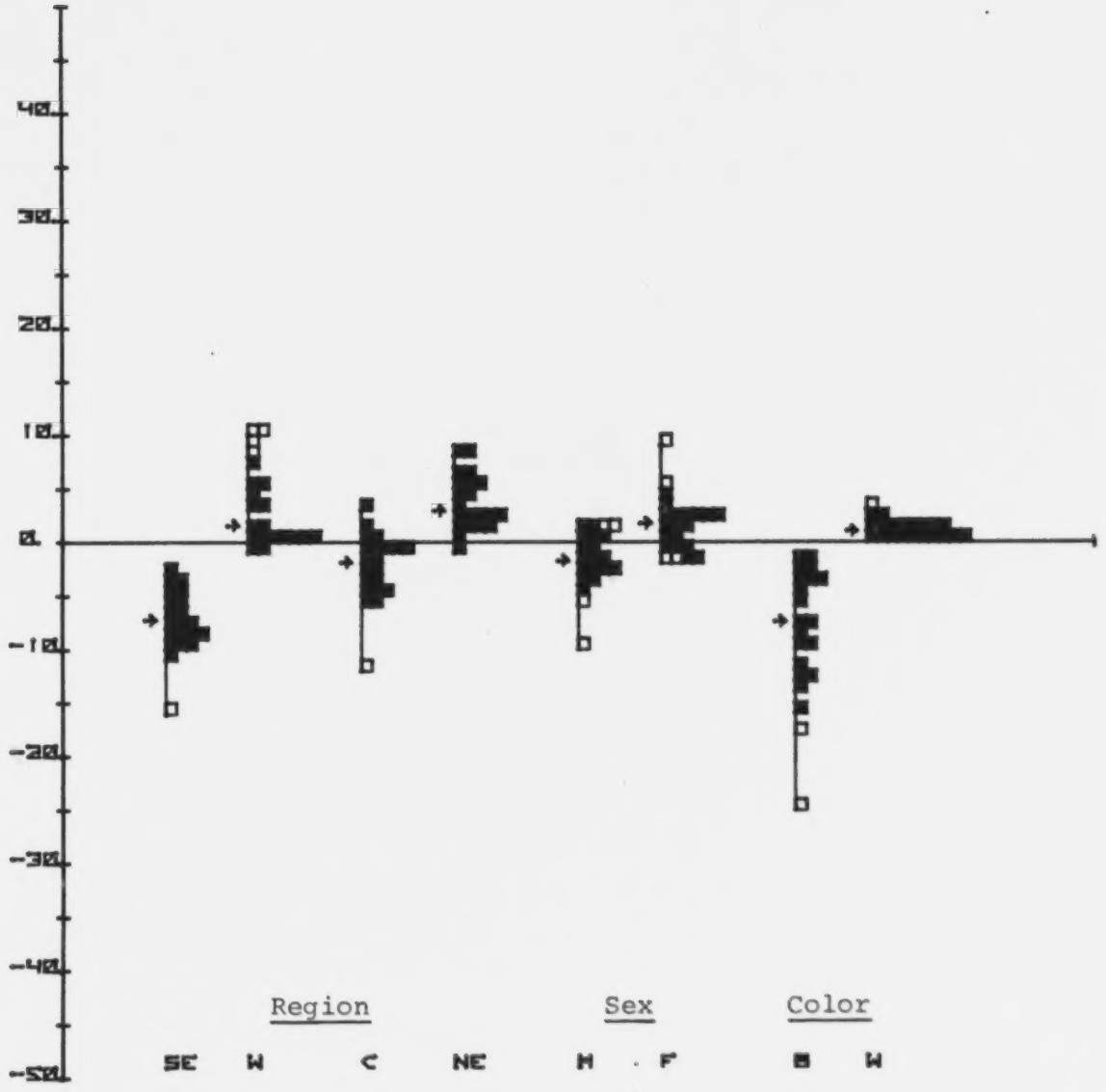
The third parental-education group's median effect was -.2%. However, on R410A, assessing novel reading frequency, this group's response percentage was almost 8 points above the nation's.

The post-high-school group's median difference was 12%. Effects were around 20% on R411F, G and H (assessing rereading tendencies) as that part of R403 requiring reasons why literature is important.

Three of the size-of-community groups displayed median differences around 2.5%; the small-places group, however, had a median difference of -2.5%.

EXHIBIT D

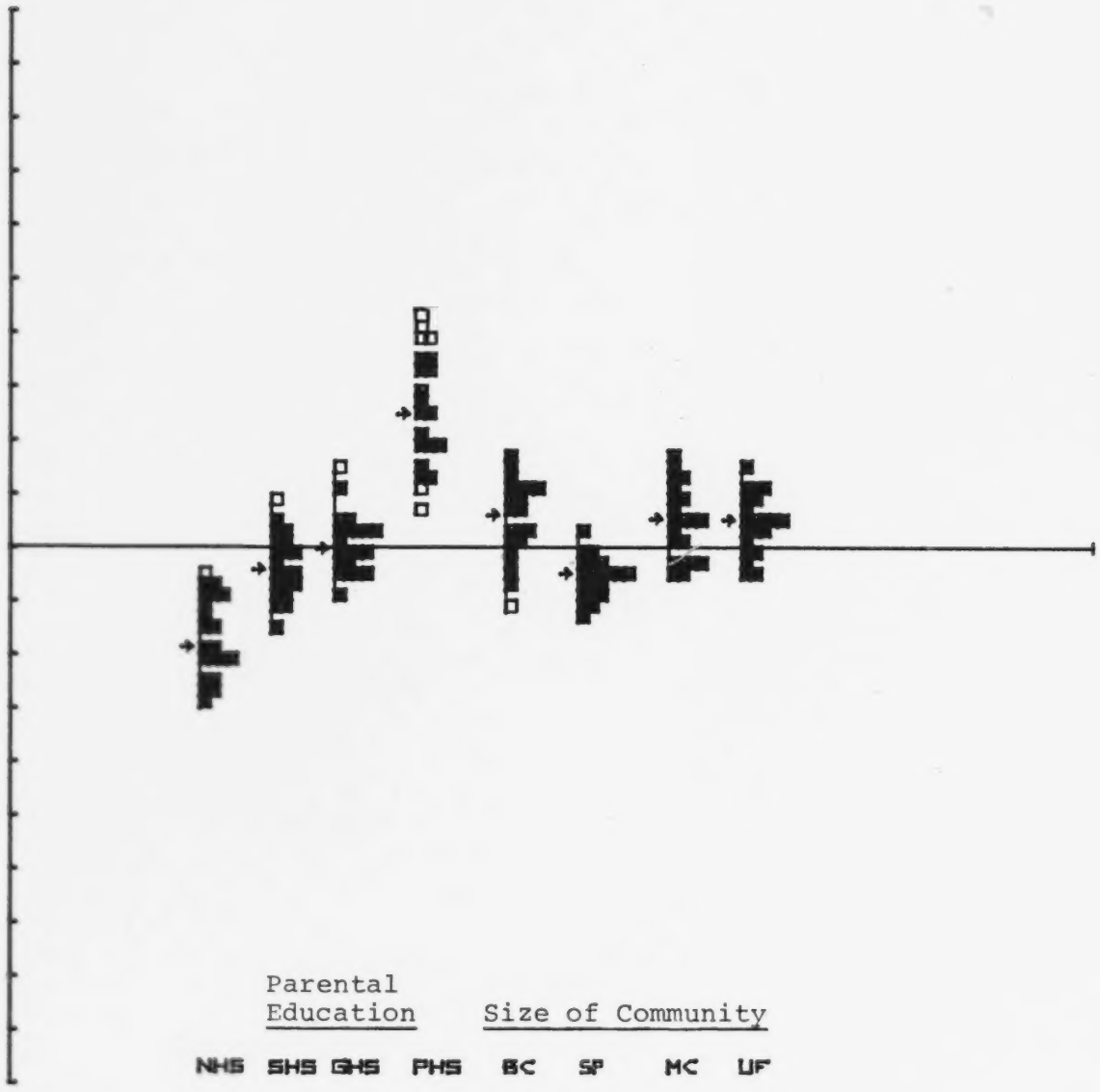
Distribution of Effects by Group, Adults



	Region				Sex		Color	
	SE	W	C	NE	M	F	B	W
Median	-7.3	1.5	-2.0	2.9	-1.8	1.7	-7.5	0.9

EXHIBIT D

Distribution of Effects by Group, Adults



	Parental Education				Size of Community			
	NHS	SHS	GHS	PHS	BC	SP	MC	UF
Median	-9.4	-2.2	-0.2	12.4	2.9	-2.6	2.6	2.5

CHAPTER 2

ATTITUDES ABOUT LITERATURE

Chapter 2 contains two types of exercises designed to discover attitudes toward literature and reading held by the four age groups. The first type, given to 13-year-olds, 17-year-olds and adults, concerned questions of value: should literature be taught in school, and what value does reading great literature have? The second type of exercise, given to 9-year-olds and 13-year-olds, asked the respondents how often they read for enjoyment.

As indicated in the previous chapter, the vast majority of respondents at each age level claimed they felt that literature should be taught in every school. Slightly more than three out of four (77%) 13-year-olds strongly agreed or somewhat agreed that it is important to study literature in school. For the older groups, the proportions were even higher: 90% of the 17-year-olds and 93% of the adults thought literature should be taught in every school.

Since some form of literature is currently taught in every school, respondents were also asked to give reasons for their answers to discover if they had considered the subject or were simply acquiescing to the status quo. Nationally, half or more of the people in each age group gave reasons why they felt literature should be taught. As is pointed out in the discussion of Exercise R402, however, the responses tended to be utilitarian; that is, the majority of respondents indicated that teaching or studying literature would help students in other pursuits, such as job hunting and going to college.

Even though nine out of ten people in the older two age groups felt that literature should be taught, a somewhat smaller proportion indicated that they thought reading great literature had any value (R403). For 17-year-olds, the figure was 79%; for adults, 83%. And when the respondents were asked to articulate what values could be gained from reading great literature, the proportions were smaller: 62% for both age levels gave at least one value. The proportions shrink even more when the values given were arranged on a scale from irrelevant (not included in the 62%) to responses indicating independent thought on the subject. Only some 5% of the 17-year-olds reported values that indicated serious thought; for adults the figure was

8%. The only major variation from this figure appeared in the adult age group: some 21% of the adults who had at least one parent with more than a high school education gave thoughtful responses.

The final exercise in Chapter 2 was given to 9-year-olds and 13-year-olds to determine how often they claim to read for enjoyment. Some 54% of the 9-year-olds and 44% of the 13-year-olds reported that they read for enjoyment every day. An additional three out of ten in each age group indicated that they read for enjoyment once or twice a week. Finally, some 16% of the 9-year-olds and 23% of the 13-year-olds indicated that they seldom or never read for pleasure.

All survey items of this sort should be approached skeptically. Nonetheless, it appears that the majority of the people surveyed either have a positive attitude toward literature or want others to think they do.

Exercise R401

Age 13
Objective III

Literature is a school subject that is taught in many schools. Sometimes it is studied in English classes. It is important to study literature in school.

43%	⬭	Strongly agree
34	⬭	Somewhat agree
12	⬭	Undecided
6	⬭	Somewhat disagree
3	⬭	Strongly disagree
2		No response

Give a reason for your answer.

Exercise R401 was designed to discover the attitudes of 13-year-olds toward the teaching of literature in school. Slightly more than three out of four 13-year-olds agreed that it is important to study literature in school.

About 43% of the 13-year-olds reported that they strongly agreed that it is important to study literature in school. The proportions that marked this answer differed significantly from the national proportion in several variable groups. Almost 49% of the 13-year-olds in the Southeast agreed strongly, and 50% of the 13-year-olds in the some-high-school group agreed strongly. The proportion of males that marked the first choice was 3 percentage points below the national figure and the proportion of females was 3 percentage points above. In the grouping by size and type of community, the "strongly agree" choice was marked by 53% of the extreme-rural group, 58% of the extreme-inner-city group and 45% of the suburban-fringe group.

Some 34% of the 13-year-olds reported that they agreed somewhat that it is important to study literature in school, 12%

reported that they were undecided, and 6% reported that they somewhat disagreed that it is important to study literature in school.

Finally, 3% reported that they strongly disagree that it is important to study literature in school. The proportions marking this choice varied from the national proportion in two instances: in the grouping by sex, 4% of the males and 1% of the females marked this choice; and in the color variable, 2% of the Whites and 5% of the Blacks made this choice.

In all, 49% of the 13-year-olds gave reasonable responses to the request to give a reason why they felt as they did. This figure includes both the 13-year-olds who agreed and those who disagreed that studying literature in school is important. The proportion giving reasonable responses varied significantly from the proportion nationally in three instances. Forty-five percent of the males gave acceptable reasons compared to 52% of the females. Thirty-two percent of the Blacks and 52% of the Whites gave acceptable reasons for their responses, and in the parental-education groups, 34% of the no-high-school group and 54% of the post-high-school group gave acceptable responses.

Following are the categories into which we placed the responses to the second part of the exercise; each category is illustrated with samples of actual responses.

1. Literature improves language skills.

   Without it proper speech would not be used.
   So you can write and read good stories.
   It is needed to help you read better.
   Because it can improve your speech.
   It will help you in English.
   Percent in category: 25%

2. Literature is important for the future.

   Literature is important after school as well as in school; as for a job.
   When a person gets older, he may find literature will help him in his daily life.
   If you become a writer or poet you'll need literature, even just for writing.
   We need literature to go to college.
   Percent in category: 11%

3. If it is taught, it will increase one's understanding of literature.

Kids will get more out of it.
To know more about books, languages and other things about literature.
If literature wasn't taught, you wouldn't know what a poem was.
Percent in category: 5%

4. It increases awareness of other people's opinions.

Students should know as much about the opinions of others, past and present.
This is a good subject because of the many ideas which come from it.
Percent in category: 2%

5. Other values of reading literature or studying it. (specific)

It increases your knowledge of history.
It makes you aware of social problems.
It allows you to "live" other people's experiences.
Percent in category: 3%

6. Other acceptable responses.

Literature stories whether fiction or non-fiction built imagination.
Literature is needed to help the mind increase its point of view in every subject.
Way of learning to write a poem.
Percent in category: 2%

7. Literature has little value; is useless.

Because most of it we won't use.
Because we need it, but not that much.
Percent in category: 4%

8. Expressions hostile to literature.

It just wastes time and it is nothing but a bore to me.
It's no good.
Percent in category: 2.6%

Exercise R402

Ages 17, Adult
Objective III

A. Do you think literature should be taught in every school?

Age 17	Adult	
90%	93%	⬭ Yes
9%	6%	⬭ No
1%	1%	⬭ No response

B. Why?

C. Why not?

Exercise R402 was designed to discover attitudes 17-year-olds and adults held about the teaching of literature in school. About nine out of ten individuals in each age group felt that literature should be taught in every school, but considerably fewer gave reasonable statements about why they felt as they did.

Results for 17-Year-Olds

Ninety percent of the 17-year-olds reported that they thought literature should be taught in every school. This proportion remained the same in the color and parental-education groups but there were variations elsewhere. Some 84% of the 17-year-olds in the Northeast and 94% in the Southeast felt literature should be taught in every school. In the STOC groups, 85% of the 17-year-olds in the big-city group gave positive answers, and 92% in the small-places group did. Finally, males were 2 percentage points below the national figure, and females were 2 percentage points above.

When the teenagers were asked why they felt literature should be taught in every school, smaller proportions were able to give a reasonable rationale for their original response. Some 62% of the 17-year-olds gave acceptable reasons for their answer. The percentage was lower in the Northeast (52%), higher in the Central region (66%) and the post-high-school group (65%).

Results for Adults

About 93% of the adults replied that they felt literature should be taught in every school. Ninety-eight percent of the Blacks answered "yes" compared to 92% of the Whites. The figure for males was 2 percentage points below the national figure, for females, 2 percentage points above; and in the grouping by size of community, 87% of the adults in the big-city group felt literature should be taught in every school, a figure significantly lower than the national percentage.

When the adults were asked why they felt literature should be taught in every school, 49% gave at least one reasonable statement supporting their first response. For the no-high-school group, the percentage was 39%, and for the post-high-school group it was 59%. Following are the response categories and samples from both age levels.

1. Improves language skills.

Because you need to read and lots of people probably wouldn't. Everyone needs to read.
Because it is used throughout the lifetime and it should be taught so that children growing up speak plain and simple.
Some people like it, the reading would build your vocabulary.
To see that you understand what you're reading so that you can read outside the classroom and know what you are reading.
Because you need it--everyone needs to know how to read. It's a part of growing you need it in a job to know what certain words are and what they mean.
Kids gotta learn how to talk or they aren't going to learn nothing.
To learn how to read.
The reading would build your vocabulary.
To get an understanding of English language. To know how to use words and when to use them.
Percent in category: Age 17, 15%; Adults, 12%

2. Literature is important for the future.

For English and I feel it's good for students who are going to college.
It gives the student a background in literature. If the student plans to go to college it will give him good background or even if he doesn't plan to go to college.
When you get out of school you have to be able to talk better. When you find a job, they will judge you on the way that you talk.

To go to school you need an education and you need a liberal education to decide on a vocation after high school or college and for furthering interests.
Percent in category: Age 17, 6%; Adults, 3%

3. If it is taught, it will increase one's understanding of literature.

Cuz I think it is inhereity subject. It tells about certain people and show you how to understand a book.
Gives the people an idea bout the different plays and stories throughout the past.
When some people read things they don't understand and need someone to point out things.
They take the book and tear it apart--you understand the book--why it was written. I think it's important to have at least one course.
Percent in category: Age 17, 12%; Adults, 8%

4. It increases awareness of other people's opinions.

You should have some knowledge of how people write things and how it reveals their personality.
So that--let me see--one can learn about the way people felt or how they wrote in different times.
It's interesting, educational--learn the views of other people.
I like literature and it teaches what others think about life and things.
Everybody needs to understand it. Everybody needs to know the authors and their ideas from the past.
It expands the mind--you get other people's ideas and opinions, philosophies, etc.
Well, it gets students involved with feelings of the others and surroundings of different lands.
Percent in category: Age 17, 11%; Adults, 4%

5. Other values of reading literature or studying it. (specific)

Cause not enough kids read and literature can teach about life--you can relate to mistakes and things books.
So you can learn to read--learn to about cultures and what a short story.....
It helps you understand more about different people and societies. Teaches you to understand what you read.
It gives examples of other people's lives to give you a pattern to follow--or to go by their mistakes and not make them yourself.
Reading the different material about different people helps learn about other people--establish your own

That way we could learn more about what happened before we came here. We'd be more interested in what is happening right now.
Percent in category: Age 17, 12%; Adults, 17%

6. Other acceptable responses.

It's enjoyable and it's a good way to show many facets of life; to broaden one's experiences.
Because it helps in all your other classes besides literature class. It broadens your outlook in everything that you do.
It gives you a broader outlook on life, makes you a better person, gives you knowledge.
It's vital for intellectual developments and stimulation and personal philosophy.
Because you will miss a lot of good books without directive.
If I hadn't taken lit I wouldn't have started reading. Now I read just for the fun of it.
Percent in category: Age 17, 6%; Adults, 6%

7. Literature has little value; is useless.

It has no affect on you and it really has nothing to do with your future.
I don't think you need it. It is not necessary. I don't think there is any use in reading something you don't want to. It doesn't have any value.
I don't enjoy it that much. It doesn't do any good. We always have had more literature in English.
Because it is uninteresting and boring.
Percent in category: Age 17, 2%; Adults, 2%

8. Vague miscellaneous responses.

Enjoyment of reading. Learn about different people.
Because everybody needs it sometime or the other.
It's relaxing. It could help you out in a situation by giving you an answer you hadn't thought of.
Because I think it's a change and kids enjoy it. Some literature is educational.
To get away from the boredom of grammar. I like to read as long as the story is interesting.
Because people need to read books. The need to start at least at 7th or 8th grade to read up on things they probably wouldn't do on their own.
It helps me because I can learn a lot of things out of literature than I wouldn't otherwise.
Well I think it's important to read something and talk about it intelligently to someone else.

Well you have to know some kind of literature in order to get places.
Because it can be interesting and that it might help later.
Because it explains what literature is.
I get enjoyment out of literature.
If it wasn't taught some people wouldn't read it.
Because it is interesting and the directions for study are more easy--also, it is easier than English.
To learn and read good books and to think about them.
It is interesting and I like it.
It's one of the most interesting subjects that can be taught in High School today.
It helps to pass the time and you wouldn't know anything. It's a pleasure.
It's good. I enjoy it. It gives you a better outlook on stuff.
It's a good subject. I like it.
Because it is something that everyone should learn. If they don't know what it means and consists of.
Because if you don't read you don't know much.
Without lit you couldn't understand the English language.
Everybody can learn something from it. Maybe even about themselves.
Because I think everyone needs some literature.
Because almost every available subject should be taught in this school.
It improves your ability to learn--you learn more by taking it--it helps you everyway--the more that you read the more you learn.
I like it myself, and you get a lot out of it.
Because it's a good education in every subject.
A lot of it pertain to life, really.
Some schools in some areas are lucky if they get across reading and writing.
It may not interest some groups.
I cannot see someone else setting the standards of great literature.
Because if a teacher is in the elementary school--civil right and drugs.
Some schools just don't have good enough teachers and literature can't be forced on you.
Percent in category: Age 17, 38%; Adults, 48%

Exercise R403

Ages 17, Adult
Objective III

(Ask the student the following questions, giving him sufficient time to be as explicit as he can. You may ask him to explain himself or to go on.)

A. Do you think reading great literature is of any value?

Age 17	Adult		
79%	83%	⬭	Yes
10	8	⬭	No
10	10	⬭	No response

B. What value?

Responses to part B were ranked on a four-point scale, ranging from "irrelevant" to "thoughtful."

Results for 17-Year-Olds

About 79% of the 17-year-olds reported that they thought reading great literature had value. The percentage was lower in the Northeast (75%) and in two parental-education groups (70% in the no-high-school group, 76% in the graduated-from-high-school group). The Southeast figure was 84% and the post-high-school percentage was 86%.

Some 10% of the 17-year-olds nationally responded that they thought reading great literature was not of any value, and 10% did not respond. The proportion that answered negatively in the no-high-school group was 18%; in the post-high-school group it was 7%, notably lower than the national percentage.

Ninety-four percent of the 17-year-olds responded to part B, which asks what value can be gained by reading great literature. This means that respondents who were undecided on part A nevertheless gave values in part B. However, 30% nationally gave irrelevant responses, wrote "I don't know," gave vague responses in which no specific value was given or implied or gave stereo-

typed responses that revealed no thinking on the subject. In addition, 38% of the 17-year-olds gave one value with little or no elaboration, or less frequently, gave two values but still showed no depth of thought.

Some 22% of the 17-year-olds mentioned briefly more than one value or gave one value with some elaboration. In general, these responses answer the question with a little detail but do not show much thinking about the subject.

Finally, 5% of the 17-year-olds responded with answers that indicated some thought on the subject.

Results for Adults

About 83% of the adults nationally felt that reading great literature had value, and the proportion of adults who thought so remained about the same in all but three groups. Some 81% of the Whites and 91% of the Blacks reported that they felt reading great literature had value, and in the grouping by parental education, 92% of the adults who had at least one parent with more than high school training felt reading great literature had value.

Some 8% of the adults reported that they thought reading great literature was not of any value, and 10% did not respond. The only variation in the proportion responding negatively appeared in the post-high-school group. About 2% of those adults reported that they thought reading great literature was not of any value.

Nationally, 95% of the adults responded to the second part of Exercise R403, which asks what value may be gained by reading great literature.

One third of the adults, however, gave irrelevant responses, wrote "I don't know," gave vague responses in which no specific value was given or implied or gave stereotyped responses that revealed no thinking on the subject. About 36% of the adults gave one value with little or no elaboration, or, less frequently, gave two values but still showed no depth of thought. Almost 18% of the adults mentioned briefly more than one value or gave one value with some elaboration. In general, these responses answer the question with a little detail but do not show much thinking about the subject.

And finally, 8% of the adults gave responses that indicated some thought on the subject. This proportion was about the same in all but three groups. About 2% of the Blacks and 2% of

the no-high-school group responded with answers of this type, compared to 21% of the people in the post-high-school group.

Values of Reading Great Literature

The values people suggested in part B were organized into categories similar to those used on the previous two exercises. They appear below along with percentages of people at each age level who gave responses of each type.

1. Literature exposes us to other points of view.
   Percent in category: Age 17, 20%; Adults, 13%

2. Literature is valuable as a source of social criticism.
   Percent in category: Age 17, .2%; Adults, .1%

3. Reading literature can lead to greater self-awareness.
   Percent in category: Age 17, 10%; Adults, 12%

4. Literature helps us understand history, other cultures and our society.
   Percent in category: Age 17, 25%; Adults, 29%

5. Literary art is a source of useful vicarious experience.
   Percent in category: Age 17, 3%; Adults, 3%

6. Literature builds vocabulary and improves writing and social skills.
   Percent in category: Age 17, 13%; Adults, 10%

7. Reading great literature teaches us how to think and critically evaluate literary works.
   Percent in category: Age 17, 7%; Adults, 13%

8. Reading literature is entertaining.
   Percent in category: Age 17, 8%; Adults, 9%

9. Other values.
   Percent in category: Age 17, 2%; Adults, 2%

Though the results were about the same for both ages in most categories, there were two interesting differences. More teenagers than adults declared that literature is valuable because it exposes us to other points of view. And twice as many adults as 17-year-olds cited the value of reading as a means of learning how to critically evaluate literary works. It is possible that these differences reflect the change in approach to literature

which has occurred between the time the adults were in school and the present day.

Following are sample responses representing each quality level. Responses scored 1 were vague and superficial; those scored 4 were relatively thoughtful.

17-Year-Old Responses

Score 1 (respondents answered "yes" to part A).

Well, yes, if you like literature. If you like something you're going to find out all you can about it. And if you don't like literature, you're not going to spend all your time reading literature when you want to do something else. But if you want to read literature, it's natural that you go and read everything you can on literature.

It probably is if you're going to be a teacher or something like that, but if you're going to work in a factory it wouldn't.

Yes, it helps you know more about it and everything.

Gives you advantage to read more and learn more about stuff.

I think so. I think we need to know about it. It could be educational and I just think we should know about things like that.

You learn about literature and it helps you in school and it just teaches.

It's of great value. I like to read literature a lot.

It helps you to learn. If you don't know what you are reading it's of no value to you.

Yeah, because if you are interested in it, it is good to know the literature going around.

Yeah, it teaches you stuff I guess.

Yeah, it depends on what it is. It's good for remembering things.

I think it's of value because maybe you can learn something from it.

Score 1 ("no" or "undecided" on part A)

I don't know. I think people would rather read about now than the past.

I don't think so cause I don't understand it. I can't see how it can help after you graduate.

No, cause I don't like it.

To the average person, no, I don't think so. The only thing it would be is to bring people aware and of other things that happen. Otherwise there is no everyday value that you could use.

I think some of it is and some of it isn't. Like we had some Shakespeare and I just don't get anything from Shakespeare. We just read The Red Badge of Courage and that was good but I just don't like Shakespeare.

Score 2 ("yes" on part A)

Oh yes, it brings so much enjoyment, although I don't know exactly what you mean by great literature. I think one should read a lot of literature and try to decide what's great for themselves.

It helps you understand things if you don't understand the meaning. You start off elementary and work up. Poems are beautiful.

It kind of helps you understand problems you may encounter.

In great literature, especially history, I get a whole lot of it because I plan to study law and I think it is real interesting and in school you read a whole lot of books about law and things like that. It shows how law was in the beginning of the Constitution and how many changes and things like that have been made now.

You could know more about what is going on and who certain people are and what is going on around you.

If it's history, it gives you an idea of the background of the country.

I think it's of great value and it's educating and you realize more things if you read and find out different worlds, you find out many things that you didn't know before.

Well, I think it helps you understand certain things that you don't know about and that you might not have heard of before. Let's say that I think it helps you in history. It just helps you, I think it's a good source.

Yes, but I don't read much of it. That you'd be more interested in things and it picks up your reading rate and makes you a faster reader.

I think that it helps us reading literature and it helps us with our minds.

It helps you to read more books and everything. Reading is good for you. It helps you get a better job when you get out of school and you know what is going on in the world.

Helps me read better. Helps me learn about poems and everything.

I think it helps you in the world today to solve your own problems. I think it helps you get along better with other people.

You can profit by what someone else has written. If you can get the meaning of the poem by reading, it can help you to be a better person.

Well, it can help you see life as others see it and understand others better.

It helps you understand literature better. It gives the person insight to different authors and people. It just helps you.

I guess it is. It just helps you to be able to learn to think more.

You learn about people's lives and you hear it almost everywhere you go.

So people can learn about the world and what's around them and sometimes their literature.

It helps you to see how the world long ago as compared to the world today.

I think it would help you when you go to college. I think when you don't have anything to do, it's a good thing to do.

Score 2 ("no" or "undecided" on part A)

Sometimes. I think that it is. You look at things with different examples. Sometimes it would make you think the next time about different things.

According to a story, if you read a good story, you will remember it. They help you as you go on through life and see what has happened to other people in literature.

Maybe the only thing you get is to profit from the mistakes. If it was assigned to me yes, but just to read it no. It was ok for the people of the time when the author wrote it but there are current authors that pertains to what is happening now.

It doesn't do that much good for me because I don't understand it that well. If I get to be an adult, I would probably understand it but right now it really doesn't get anything across very much. Too deep for most kids.

You don't need it. If you go out and get a job, you don't have to know about Moby Dick spears whales and all that. If you had an interest in it, then it would be okay. If you like to read or something like that, it would be okay to read but not in school.

It depends on what it is and it also depends on the individual what might have value to somebody has no value to the other. When I read something, I want something that I can get something out of. Something that I can enjoy and some individuals look for books that they can benefit from.

Not to me it isn't. I don't see the difference between great literature and just regular novels. Your vocabulary will get much better and you get a better background.

I think that there are a lot of novels that are a waste of time. I can see reading some of them but I can't see like fairy tales. I don't see where we learned from experience - experience from life. Different teachers

say that you should only read things that you learn from. I don't think you learn. We read a lot of war novels this year. I can see like reading maybe one and not three or four and they are just depressing.

A lot of the things that we have to read in school, they're called classics. They're really hard to understand when the teacher tells you to read it. You get to the point where you're supposed to like it because its a great writer and you know its a classic but you don't really like it. And one thing I like is when I have to read a classic and the teacher goes over and explains parts that you don't understand because writers from a long time ago, it's really hard to understand what they said because our reading level really has to be hard to understand the words and understand what they say or you'll lose the whole meaning.

Score 3

Like literature that you read in school, you can go back and use it. I probably would never read on my own. Like last year things that I read have come up this year and when they ask you, "Have you read it?" and you can compare different authors to it, and if you like it then, it introduces you to more and you get to read more of it.

Depends what you read, change your point of view of things. I don't know how to explain it really. You feel one way about something and then you read a novel that concerns people and it changes the whole thing.

I don't read a lot but it helps you to understand - like if it was written in Shakespeare's time - I don't know - understand the time that he was living. It gives you a better vocabulary. It's interesting if it's good.

Well, great literature by great authors something like this can help you out in thinking. It varies on the way you lead your life and it may help you out in the way you think toward people and the current events.

It helps you understand a lot more things. You become smarter by reading it. I think if you read a lot of literature, you can understand yourself and the way you think things.

I think it's got a lot of value to it. By reading great literature, you can improve yourself by learning things from other people's opinions of things and then you can form your own.

It helps you have an open mind toward different authors. It lets you get to know them and if you do read from great literature, you do like the way it's written and you look for more books written by him and things like that. And you tell people about it so they can read it

too. And I think it helps your education too. There might be something really good in it that you can use later on.

To me I think it is because I like to read and I like to learn about some stuff from the past which a lot of kids don't. I think I'm almost an exception, I don't know, at least the way people talk. But I'd like to learn about stuff that happened before. For another thing they say history repeats itself, that's what other people tell us.

You learn about poets and about different kinds of literature. I suppose that you learn not just about American poets or authors, maybe British and things like that. You go out of the United States.

Educated people would value it but maybe not people with just a second grade education. It kind of broadens your mind by reading it. It just helps you to read faster and to read better.

It most certainly would be of importance to someone going into this field. It would help him to maybe pattern his work after somebody. The only way it would be helpful to someone like me, it would improve communication and it will probably make it easier for me to express myself.

Other than it helps you in school. Well, like if you read it, it just kind of gives you a better outlook on things or helps you to maybe understand something better. It may help you understand other people more.

If a story is real good, it will help you think and figure out what it is about and its kind of a way of communication and helps you think about history.

You can learn a lot and you learn some of the culture in history of the country. The ideas of others. I think that it just helps you educationally and mental wise.

Reading novels and books gives you an insight on other people's opinions and views on certain subjects and widens your knowledge and you learn more.

It helps you to make your own mind up in different sorts of things and it helps you evaluate the other person's point of view. You can gain great knowledge from it.

It opens your eyes to what is happening. If you read something of a guy long ago, it shows about his mind and how they feel. They are showing their inner self and they write what they feel.

I'd say for most of past history, yes. It could prove interesting if you use it. Like how a person thought in a situation, especially if you read about other people. How this person handled this situation the way he did and the other guy handled his situation, and compare them how they turned out.

Some of the stories have morals to them. It can pertain to your life now. It would have a value to it. Enjoyment and entertainment.

Like reading in itself is a value and it opens your mind to different things and you can always learn from it. It's history or learning about something. I guess you would learn from it. I guess it could change some of my views on certain matters.

It gives you thinking that people have done over the years. You can learn very much from great scholars from a long time ago and the longer you live the more you find out.

Great literature doesn't interest me. Some of Shakespeare's plays I like a little bit but when it comes down to these great love stories and French revolution, well some of it can interest me but it usually doesn't. Reading is of value to anybody. When you are reading classics, it's better than reading junky paper back. I think everyone should read a few great stories just to see what they are about. Then you could compare them to stories and see the value.

To some extent. Like the authors, the poets and that, of the past gives some explanation of the way people lived and like their ideas. They wouldn't speak freely of love and things like that, I think that a lot of our thoughts and style is the way that they did things. It benefits the person that reads it.

It tells what has been and what may happen. It tells how people have thoughts and certain things. Like the story Aura Lee, he tells what he thought of this girl and how he feels about the ocean and he just conveys himself through literature.

Score 4

Oh yes, a lot of meanings and lessons to be learned. It's one way of letting your emotions drain when you pick up a book and read it, you kind of let your mind loose and it often carries your mind away from what you were feeling. The purpose of a book is for enjoyment and kind of let yourself loose and escape.

There is more lessons to be learned...like I read a great book that had a little theme at the end where a man himself enjoyed seeing others suffering and I found out about myself. And if you read a book openly, you become critical of yourself like I did. I said, "Gee am I really like that?".....

I definitely think so. Through means of literature we can learn a lot about the people from the past, their customs, their beliefs, and we can compare them to the ones we have nowdays. Now times have changed, but people in

general are always striving towards the same goal, which is happiness. I suppose we all have something in common which is a fact that we're all imperfect so we like to, you know, can read about their imperfections, their mistakes, and we can compare them to ours and even though life is completely different - the way of life, that is; people are always imperfect, they're always ridiculing each other and through literature we can adapt - you know, we can have an understanding of the past and compare it to the present.

Reading great literature helps some to understand a lot more. I identify with some authors of great literature and I have some that I like to read their works and when I read it, I get more out of it than if I'm told about it. Sometimes I have to read something twice to understand it but I get a lot out of it and I think everybody would. It helps you to understand a lots of things better. It could build your vocabulary. It is also entertaining. I think it shows a great deal of value of the people who wrote it. They have a broad knowledge of something and great experiences and it will help us and I think its good.....

Great literature usually deals with things like the dignity of man and abstract ideas like pride and non-materialistic things. When you read - they're called dime paper back novels and things like that, it just deals with plot and with people. Great literature deals with the more abstract things, the more intellectual or philosophical things that you like to think about...It's original, it's different and they're so intelligent. They use symbolism and things like that, whereas with regular novels, you don't get much of that.

Because we read the Canterbury Tales in English and I got kind of a picture of what life was then and it made me relate that period to my life. It makes me see that man has always been man.

It has to be of some value vocabulary-wise just to get an idea. Really in poetry, people a lot of times are telling what they feel and if you read a lot of poetry then you have a lot of ideas on how other people feel. I just read it for pleasure. When you're all up tight about something, if you just sit down and start reading poetry, it helps you to relax, cause most poems are relaxing.

Because you don't know what things were like before you came or before you got here, the only way of doing that is reading what other people have done. That and through music I guess. I guess you can get philosophical and say it sort of enriches our mind or something like that. You can learn a lot from what other people mess up and what they've done, looking at it from a third person's point of view.

I think it helps you in your writing. If you have to communicate, you read something that Shakespeare or someone else writes and the English is just about perfect in it or things like that. By reading that you sort of learn to write like that, you copy the style. It helps you sort of learn about their times like if you read about something 200 years ago or at the beginning, you learn about the world at that time. You also read it for enjoyment.

Because you think that times are new now and that nobody's been through what you've been through and that times have changed a lot. But when you read, you know things from the past and all that you know that's happened and you learn a lot from that. You kind of put yourself in that time and situation I think and you find out that it can happen now and you kind of learn from that I suppose.

It gives you a sense of different kinds of values and it gives you an awareness of different kinds of people and it helps you in your goals. It's something that maybe you don't realize when you are reading it but later on it may have an effect on your life. Some literature you might forget but the great literature will stay with you.

Adult Responses

Score 1

Yes, I believe it would be of value. Educational, you learn something from it if you read.

It helps you to understand I think a good quality and variety - of which I don't understand myself - but I think if people would practice it more, they would understand it more.

I suppose it is to those who enjoy that. I don't know of what value.

I think that anything you read is worth reading.

To some people it might be.

No. It's just too old to worry about.

Only if you really enjoy it.

It all depends upon if a person can understand it.

Score 2

It enhances your knowledge and you know about the world and the subject you are reading.

Great literature I think gives people nowadays a chance to see what happened a long time ago.

I think it helps to cultivate one's mind.

You learn how other people express their ideas and you learn how to express yourself better.

Of course I think it's valuable because I feel that there have to be some correlation between what they are saying and what they are trying to tell us now. It depends on what they are trying to say from the past or if it's great literature from the past, there are certain things that can be gained or applied based on what has happened in the past to today.

Yes. Improving your reading habits so you will always be up-to-date and knowledgeable of current events. If you are not a good reading, you will have a problem getting a job, you will have a problem advancing in your job. You need it for household living to interpret insurance policies, rent agreement, owning a car, car insurance and just to help you be more intelligent in your old age - as you get older. (WELL HOW WOULD READING GREAT LITERATURE BE OF VALUE IN THIS WAY?) Your cultural surroundings, your environment that you live in.

Yes. A person will understand better and he learns a lot from literature. A person that reads literature has a better culture and carry on better conversation with friends and relatives.

Yes I do. I think reading of any kind of literature is a lot of value and each of them can be related to so many different things later on maybe as you read it and connect it with things and I think just reading itself can be of value to anyone.

It helps you to understand things when you read it and then it can have more improvement of your reading. You will gain how to read much faster.

Well, it - you can notice how the characters react in the story and I think you can learn from that in the fact that it's lasted so many years usually gives the indication that it's of value.

I think so. It enhances your knowledge and you know about the world and the subject that you are reading.

Yes. Depending on the type, I would say the type dealing with history where things always seem to repeats itself, if somebody recalls something now, they can always check back and find where somebody else has already written about it.

When somebody reads they learn something for them. You learn the life of other people and what happened.

Yeah, well, I think that authors have spent a great deal of time putting their experiences into words and I think we learn from other people's experiences.

I think reading great literature is of value. I think literature tends to have ideas from the past, historical significance, concepts and so forth and I think it is of value.

Score 3

It keeps us in touch with how things could have been or were and lets us know sometimes the state of affairs now. It also stimulates thinking facilities.

It broadens the reader's ideas. It crosses the span of time, it gives him the feeling of what people thought about in times past.

I think for most learning of past, present and future. And I think any kind of reading literature, novels, poetry or whatever it gives you ideas about your own life.

It enriches one's life. It makes one realize that one is not alone, lets one become a wiser person. It's enjoyable.

It expands the mind. Good for making a person well-rounded. Very important - for pleasure. It's an escape for me. Without it it would be a dull life.

Great literature is an expression of ideas and ideas are very important. All culture is a transmission of ideas.

One can broaden one's experiences beyond what one would not ordinarily come in contact with without reading. I suppose great literature might provide insight into other people. It certainly have value in the enjoyment that it produces for the reader.

Definitely, everything you read in great literature pertains somewhat to life and experiences that you can benefit from whether they be right or wrong. We learn from our own experiences but it also helps to have somebody else's experiences to look back on and how they felt about things. You can form your ideas not only from yourself but from things you learn from others.

Yes. Certainly from a vocabulary standpoint, I think the more you read the better your vocabulary will be. I think it has a historical value.

Very definitely. It helps you put life in the proper perspective or an easier perspective. Some of the great literary works are about people who have had bad times and people still have bad times and you'd know its happened before and you can deal with it better.

Yes definitely. It broadens your horizons and makes you aware of universal truth and increases your knowledge of people.

Score 4

Personally, I feel that reading itself is of great value because it lets me explore a lot of places and ideas that I normally wouldn't get to. I can cover them in a very short period of time. As far as reading great literature, I normally read to relate to my own environment and put them into practical application and now and

then I find things - well we'll say literature be it fact or fiction - especially if it's based on facts of history that I can use to better my own life. Normally when I'm reading I don't get that much of an exhiliarating experience but I have been able to get a lot of understanding of myself by reading about the experiences of others and it's kind of a communication because quite often what people have managed to put on paper maybe in some form I've experienced myself and that makes me feel closer to people. Then again I much prefer to read than to look at television. You can get something that agrees with you more and it - you can be more personal, at least reading can be more personal for me than say television plus you can pick up individual things and if you want to go back and check them you can, this is something you can't do with television. I bring up television because in fact I think it brings up quite a number of problems. When you ask me about great literature though, I have certain favorite authors or at least one who for me were great writers and I think of Mark Twain as being one of them, not so much as Huckleberry Finn all of that was good but a number of his other items such as "Letters From Earth" tickles me to no end but it does show up a lot of the hypocrisy that we are seeing in the country.

Yes, I do. It helps you to understand what other people have gone through in life and therefore find some parallel in your own life and help you to endure a lot better I think. People feel alone when they go through experiences and they begin to wonder if they are the only people who have gone through this particular ideas or events, like death or loneliness or happiness and when they read that other people before them who have lived a long time have gone through with that, then it makes them feel better or not alone or a part of great continuity of everything.

Yes, I do, I think it offers a chance to learn about people who lived in different times and to feel a certain communication even though it might be said to be a passive communication with the people who lived in different times to establish a continuity of experience and to feel more of a connection just as a human being with the people and their experiences because the basic experiences, basic values of life haven't changed and this is brought by literature that has been written in various periods.

Oh, very much so. I believe that through reading great literature one can come to an understanding of one's own time through perceiving both the differences that men in other ages or with other points of view have recorded and sort of sensing the awareness of what the present

life is like through the differences that it shows. Also by finding the similarities, discovering the ways in which the men met their problems and the world then and the way they record them is in fact very like in the way that we continue to face the problems that we have in modern world.

Yes, it kind of have a historical background of what people thought in those days really. It depends on what you are reading whether it's philosophy or just history or something like that. It enlightens your thinking, makes you think more. Somebody might say something that makes you think about something you have read, it kind of makes you question it is this true or isn't it true and gives you some other trend of thought rather than is it right or is it wrong.

Definitely. For one thing one can learn other life experiences that we don't have. You can learn to see your own life experiences from different perspectives. It provides an escape through identification, releases emotions, increases your vocabulary, your style. I think it's very valuable.

Definitely. Learning about people how human nature basically hasn't changed. The situations and society have changed, the rules have changed but the people are basically the same all through time. Reading anything helps you to understand people, not only the person who writes it but the character that are involved, the style, it's exposure.

Yes. It gives you an idea of how things were at the particular time the literature was written, some of the insights we can't have but we can see things that in literature that you have read that was written years ago seems to be repeating itself and you have sort of a reassuring to know that these things have happened in the past that are now happening in the present. To know that times change and technology changes but that people and reactions to situations really don't change that much that things in a lot of situations are very similar. It seems to be reoccurring wars and uprising in our own country. The type of uprising we are having now we've had in the past and I think these things literature brings out and bring to your mind when you are reading it.

Yes, definitely. Well, first there's certainly a better description of great literature but I think that any literature of say some of the prime English authors offer value to life. They offer expression of some of the fine values of life in the modern world of activity. They give you an insight on description, expression, thought, it's almost sort of a musical expression which enables you to enjoy not only the context but the means of execution and the way you are told as much as what

you are told. It describes cultures, at the time, the author describes basic individual expression and also describes contrary opinions to that expressed by a government particularly in olden times. The description of life in the various countries so you have an appreciation of an overall social pattern if you read enough of the great works of literature. It also give you insight into what types of description or expression that was popular in any given time or area. And by just the basic knowledge of history that you get from reading these things it also gives you a sociological value that maybe you can use in your own life. Certainly the expression or an appreciation of that expression gives you better insight on how to express yourself on some of the finer things of life that you can use yourself, keeps you from getting totally lost in what you are doing today and what is happening today. I think without thought that's about as much as I can give you. What you are doing between nine and five and what the television tells you about the tragedy of life between seven and seven thirty. That's about as much as I can say.

CHAPTER 3

READING INVENTORIES

Chapter 3 contains seven exercises designed to determine the reading habits of the four age levels.

The first two exercises reported asked 9-year-olds and 13-year-olds whether they read various types of literature "often," "sometimes" or "never." At least one out of every three 9-year-olds indicated that he or she often read each type, and in the categories "stories about real people" and "stories about real things that have happened" the proportion reached almost one out of two.

When 13-year-olds were given a similar exercise (R405), the results varied more than they did for 9-year-olds. The proportions marking the "often" choice in each of the eight categories were: fiction books, 42%; poems, 19%; plays, 18%; non-fiction books, 37%; short stories, 52%; editorials, 10%; current news magazines, 35%; and critical reviews, 6%.

The next several exercises were given to 9-year-olds to gather detailed information about their reading habits. The first exercise (R407A) asked the 9-year-olds if they had read books that tell a story. Nationally, 65% reported titles of books they had read. Next, (R407D) 9-year-olds were asked about poetry reading, and one out of three named at least one poem. In the third of these exercises (R408), about 36% of the 9-year-olds named biographies they had read on their own, with the proportion of males reporting titles greater than the proportion of females, an unusual result. In the fourth of the exercises (R409), some 46% of the 9-year-olds gave titles of magazines that they read. The most popular types were juvenile and pleasure magazines.

The next exercise (R410) was designed for the three older age levels to discover the proportions of people that read eight types of literature. The first type was long stories or novels. Some 54% of the 13-year-olds, 69% of the 17-year-olds and 65% of the adults gave titles of books they had read. The proportions reporting titles for short stories, the second category, were: 13-year-olds, 38%; 17-year-olds, 36%; and adults, 24%. Approximately 50% in each age group named titles of biographies.

The age group with the largest proportion naming plays was the 17-year-olds, with 33%; 22% of the 13-year-olds and 17% of the adults named plays they had read. Smaller proportions of each group named epic or narrative poems that they had read on their own.

Books of essays were less popular than poetry except with adults. The least popular form, however, was books of literary history or criticism. Five percent or fewer in each age group named titles.

Exercise R404

Age 9
Objective III

(Say to child, "I am going to ask you some questions about things you like to read and how often you like to read them. Tell me whether you like to read them often, sometimes, or never." For each item, A-F, read the lead-in question and the first three responses.)

Do you like to read

A. Make-believe stories?

36% ⬭ Often

57 ⬭ Sometimes

7 ⬭ Never

.3 ⬭ Undecided

B. Poems?

38% ⬭ Often

47 ⬭ Sometimes

14 ⬭ Never

1 ⬭ Undecided

C. Stories about real people?

49% ⬭ Often

39 ⬭ Sometimes

12 ⬭ Never

1 ⬭ Undecided

D. Stories about real things that have happened?

47% ⬭ Often

43 ⬭ Sometimes

9 ⬭ Never

1 ⬭ Undecided

E. Stories about America?

44% ⬭ Often

44 ⬭ Sometimes

11 ⬭ Never

1 ⬭ Undecided

F. Stories about other lands?

34% ⬭ Often

51 ⬭ Sometimes

14 ⬭ Never

1 ⬭ Undecided

Exercise R404 was designed to determine how often 9-year-olds read various types of literature. A majority (55%) reported that they read all six categories often or sometimes. The most popular category was make-believe stories, with 93% of the 9-year-olds indicating the "often" or "sometimes" choices. The next most popular category was stories about real things, with 90%; there followed stories about real people and stories about America, both with 88%; and poems and stories about other lands, both with 85%.

A. Make-Believe Stories

Two unusual performances appeared in the responses to part A of this exercise. Some 31% of the 9-year-olds in the Northeast

and 25% of the 9-year-olds in the extreme affluent suburb group indicated that they read make-believe stories often, compared to 36% nationally. In addition, although nationally 7% indicated that they never read make-believe stories, this choice was reported by 10% of the males, 11% of the Blacks, and 12% of the people in the extreme-inner-city group.

B. Poems

Three unusual performances appeared in the responses to the poetry section of this exercise. A larger proportion of Blacks indicated that they often read poems than 9-year-olds generally--48%, compared to 38% nationally. The some-high-school group was also above the national level, with 48% reporting that they often read poems, while the post-high-school group was below the national level, with 34%. Among the significant variations from the national proportion of 9-year-olds indicating that they never read poems were males, with 20%, and females, with 8%.

C. Stories About Real People

A larger proportion of males (53%) indicated that they often read stories about real people than did 9-year-olds generally; the proportion of females was 44%. Some 15% of the 9-year-olds in the West indicated that they never read stories about real people, compared to 12% nationally.

D. Stories About Real Things

As with the previous category, a larger proportion of males (50%) indicated that they often read stories about real things than 9-year-olds did generally, and a smaller proportion of females (44%) indicated that they did. At the same time, significantly larger proportions of three groups indicated that they never read stories in this category: 10% of the females, 16% of the Blacks and 19% of the extreme-inner-city group, compared to 9% nationally.

E. Stories About America

Fifty percent of the Blacks reported that they read stories about America, compared to 44% of the 9-year-olds nationally. Among those indicating that they never read stories of this type, the proportion in the West was significantly larger than the national proportion--15% compared to 11%--and the proportion in the graduated-from-high-school group was smaller, at 8%.

F. Stories About Other Lands

A significantly larger proportion of 9-year-olds in the Central region indicated that they read stories of other lands than did 9-year-olds generally--38% compared to 34%.

Exercise R405

Age 13
Objective III

How often do you like to read each of the following types of literature?

A. Fiction books

42% ⬭ Often

51 ⬭ Sometimes

4 ⬭ Never

3 ⬭ Undecided

B. Poems

19% ⬭ Often

54 ⬭ Sometimes

21 ⬭ Never

5 ⬭ Undecided

C. Plays

18% ⬭ Often

49 ⬭ Sometimes

26 ⬭ Never

7 ⬭ Undecided

D. Non-fiction books

37% ⬭ Often

52 ⬭ Sometimes

7 ⬭ Never

4 ⬭ Undecided

E. Short stories

52% ⬭ Often

40 ⬭ Sometimes

4 ⬭ Never

3 ⬭ Undecided

F. Editorials

10% ⬭ Often

41 ⬭ Sometimes

32 ⬭ Never

17 ⬭ Undecided

G. Current news magazines

35% ⬭ Often

51 ⬭ Sometimes

10 ⬭ Never

4 ⬭ Undecided

H. Critical reviews of literary works

6% ⬭ Often

27 ⬭ Sometimes

50 ⬭ Never

16 ⬭ Undecided

Exercise R405 was designed to discover how often 13-year-olds read various kinds of literature. Slightly less than 100% indicated that they read at least one of the eight types of literature "often" or "sometimes," while only 14% made the same claim about all eight types. Twenty percent said that they read seven of the types "often" or "sometimes," and the same claim was made by 26% for six types, 22% for five types and 13% for four. The most popular type was fiction, with 93% indicating that they read it "often" or "sometimes." The next most popular was short stories, with 92%; it was followed by non-fiction, with 89%; news magazines, with 86%; poems, with 73%; plays, 67%; editorials, 51%; and criticism, 33%.

A. Fiction Books

A smaller proportion of Blacks indicated that they often read book-length fiction than did 9-year-olds generally (29%, compared to 42% nationally); but a larger proportion of Blacks indicated that they read this category "sometimes" so that the total of both choices, 87%, was close to the national total.

B. Poems

A number of unusual results appeared in this category. Slightly more than 40% of the Black 13-year-olds indicated that they read poems "often," compared to 19% nationally. In the grouping by region, 15% of the Northeast and 28% of the Southeast made the same claim. In the grouping by the education of the parents, the results were the reverse of the usual pattern. The "often" choice was indicated by 34% of the no-high-school group, 30% of the some-high-school group, 16% of the graduated-from-high-school group and 15% of the post-high-school group. In the STOC categories, the extreme inner city was above the national level with 30%, and the suburban-fringe group was below,

with 15%. The results for the "never" choice were unusual in one group. Some 27% of the Central region reported that they never read poems, compared to 21% nationally.

C. Plays

Almost 40% of the Blacks indicated that they read plays often, compared to 18% for 13-year-olds nationally. In the Northeast, 13% reported that they read plays often, and in the Southeast, 27% did. In the parental-education groups, the "often" choice was selected by 29% of the no-high-school group, 27% of the some-high-school group and 15% of the post-high-school group. As with the responses to the previous item, the "never" responses in this category were about what would be expected in light of the percentages selecting "often."

D. Non-Fiction Books

The percentage of males selecting the "often" response was 4 points above the national figure of 37%. The figure for females was 4 points below the national level.

E. Short Stories

In the short story results, the extreme-rural group was above the national level with 59% choosing the "often" response, compared to 52% nationally.

F. Editorials

Only 6% of the people in the Central region indicated that they read editorials, compared to 10% nationally. Among those choosing "never," the extreme-rural group's percentage was below the national level (25% compared to 32%), and the suburban-fringe group's was above, with 43%.

G. Current News Magazines

Some 39% of the males indicated that they read current news magazines often, compared to 35% of all 13-year-olds and 31% of the females.

H. Critical Reviews of Literary Works

Blacks (14%) were above the national level (6%) in choosing the "often" response in this category. Among those indicating that they never read critical reviews, a number of unusual results appeared. Blacks, as might be expected from the "often" responses, were below the national level. The West was below the national level as well, with 43%. In the grouping by parental education, the "never" choice was indicated by 39% of the no-high-school group, 41% of the some-high-school group, 53% of the graduated-from-high-school group and 52% of the post-high-school group. The rest-of-big-city and the extreme-inner-city groups were both below the national level, with 43% and 41%, respectively.

Exercise R406

Ages 9, 13
Objective III

How often do you read for your own enjoyment during your spare time?

Age 9	Age 13		
54%	44%	⬭	Almost every day
30	34	⬭	Once or twice a week
12	17	⬭	Less than once a week
4	6	⬭	Never

Exercise R406 was designed to discover how often 9-year-olds and 13-year-olds read for enjoyment. The national percentages reveal similar patterns within the two age groups. The highest percentage of both age groups chose the "almost every day" response, the next highest chose the "once or twice a week" response and fewer still chose each of the remaining responses. However, a larger proportion of the younger students chose "almost every day" (54% to 44%), while the older students responded in larger proportions to each of the other three categories.

Results for 9-Year-Olds

In all, 84% of the 9-year-olds indicated that they read for pleasure once a week or more often, while 16% indicated that they seldom or never read for pleasure. Significant variations from the national figure appeared in almost every grouping. Males were 3 percentage points below the national figure and females were 3 percentage points above. While Blacks were not significantly different from the national level, Whites were 1 percentage point above. In the grouping by the education of the parents, 88% of the post-high-school 9-year-olds indicated that they read for pleasure once a week or more often. The extreme-inner-city group's percentage was 7 points below the national level, and the small-city group's was 3 points above.

Results for 13-Year-Olds

Almost 78% of the 13-year-olds indicated that they read for pleasure at least once a week. This figure remained about the same in the groupings by region and by parental education. In the size-and-type-of-community listings, however, 89% of the extreme-rural and 88% of the rest-of-big-city groups indicated that they read for pleasure once a week or more often. Blacks also were significantly above the national level, with 83% reporting they read for pleasure at least once a week; 77% of the Whites made the same choices. In the grouping by sex, females were 4 percentage points above the national figure, and males were 4 percentage points below.

Exercise R407A

Age 9
Objectives III, I

(The interviewer may feel free to explain any of the words he uses or to adapt the language of this task to dialect variations. Do not lead the child by suggesting topics, themes, etc.)

I would like to ask you about the kinds of things you have read on your own.

A. Have you read any books that tell a story? These would be be books that you read on your own, not books that you read for school.

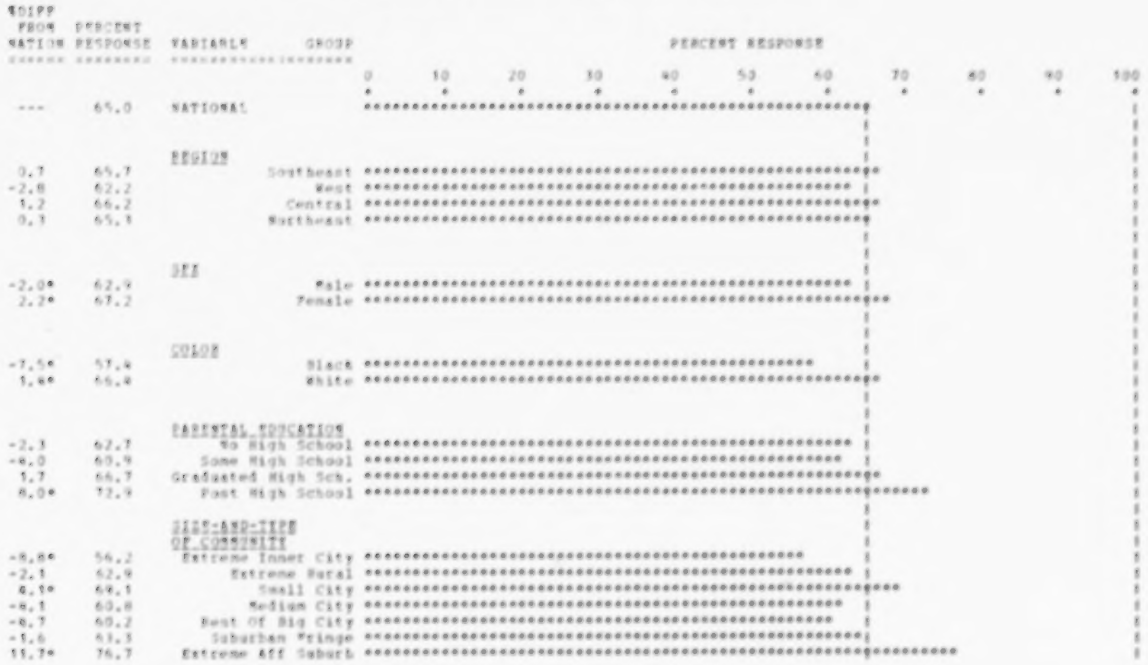
- ⬭ Yes
- ⬭ No
- ⬭ No response

B. Can you tell me the name of one? _____

C. Can you name any others you have read? _____

Exercise R407A is designed to determine the kinds of books 9-year-olds read on their own. It is divided into three questions, the first to elicit a general response about whether students had read stories, and the next two to discover what titles they remembered of the stories they had read.

EXHIBIT 1. Percentages Listing at Least One Verified Title



Exercise administrators were told to repeat the third question, "Can you name any others you have read?" until the student could not recall another title, or did not respond further. If the student gave the name of an author but no title, he was given credit for one book. Scorers were told to accept titles that were familiar to them, or titles that were listed in Books in Print or in the Children's Catalogue. Answers were termed unacceptable or non-verifiable if the books named do not tell a story (e.g., Rocks All Around Us), or if the answer was a description of a book with no title given, such as "one about a horse." Responses which could not be located in the references and were unknown to the scorers were also termed non-verifiable.

Nationally, 90% of the 9-year-olds responded that they had read books that tell a story, 79% attempted to name one or more books, and 65% gave verifiable titles of one or more books. Exhibit 1 reveals that a smaller proportion of Blacks (57%) named titles than 9-year-olds generally, while three groups--post high school, with 72%; extreme affluent suburb, with 77%; and small city, with 69%--named titles in proportions significantly above the national figure. The highest percentage of those attempting to name a book wrote two titles, the next highest percentage wrote one, with progressively smaller per-

centages attempting three or more titles. Fourteen percent of the 9-year-olds named book titles that could not be verified.

After verifying the titles, scorers arranged them into the ten categories below to determine the types of stories the students read. Scorers were given broad guidelines for placing titles within categories, and in some cases were given examples of the types.

1. Famous people - non-fiction
   Percent in category: 11%

2. Famous events - non-fiction
   Percent in category: 1%

3. Children's and teen activities and adventures - books in which the story centers around children or teens. Common examples are the Nancy Drew and Hardy Boys books, Heidi, Little Women, Happy Hollister, Ramona series, Curious George, Danny Dunn, Betsy series (Betsy and the Circus, Betsy Back in Bed, Betsy and Billy, Betsy and Joe, etc.).
   Percent in category: 22%

4. Adventure - books written for children but in which the story centers around adults. This category includes most mystery, detective, science fiction, war, sports books. Some examples are Treasure Island, Legend of Sleepy Hollow, Mystery in the Pirate Oak, Mystery in the Old Red Barn.
   Percent in category: 10%

5. Animal - books in which the story centers around one or more animals (that do not speak words). Examples are Black Beauty, Lassie books, Born Free, Misty, Big Red.
   Percent in category: 9%

6. Legends, folk tales, myths and fables - books containing material, typically authorless, which has a moral or explains phenomena non-scientifically. Examples are Aesop's Fables, Stories from Mexico, Paul Bunyan.
   Percent in category: 1%

7. Fairy tales and other fantasy - books written primarily for entertainment in which the characters and/or events are "impossible." Common examples are Little Red Riding Hood, Winnie the Pooh, Cinderella, Dr. Seuss books, Mrs. Piggle Wiggle's Magic, Charlotte's Web, Goldilocks, Wizard of Oz.
   Percent in category: 25%

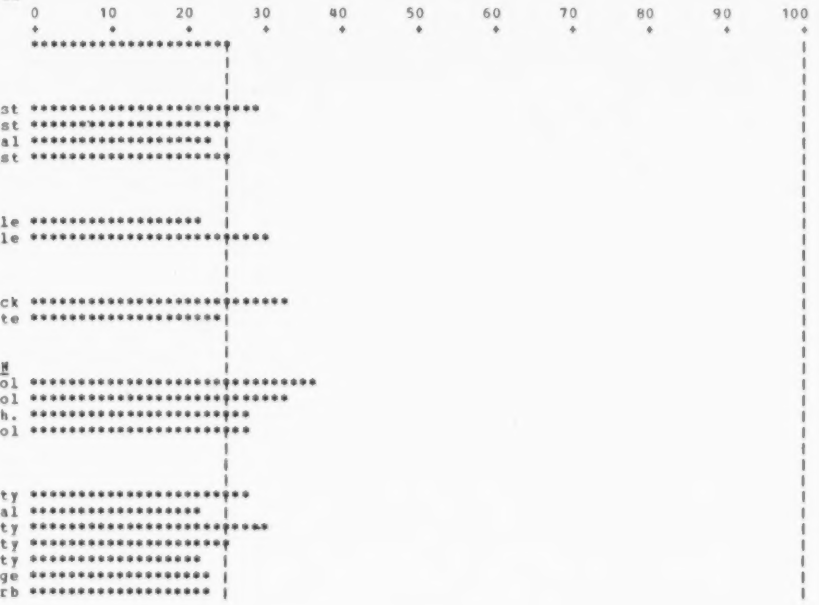
8. Other books that tell a story. This category consists mainly of titles which could be verified, but on which no information was available.
Percent in category: 12%

9. Non-verifiable books; non-story books.
Percent in category: 35%

The type of book most often reported by 9-year-olds--about 25% nationally--was in the "fairy tale and other fantasy story" category, which included such stories as Winnie the Pooh, and the Dr. Seuss books. As Exhibit 2 reveals, a larger proportion of girls than boys reported reading this type of book, 29% compared to 21%. Thirty-six percent of the children in the no-high-school group, 30% in the small-city category and 32% of the Blacks named fairy tales when asked for the title of a book they had read.

EXHIBIT 2. Percentages Listing "Fantasy" Titles

%DIFF FROM NATION	PERCENT RESPONSE	VARIABLE	GROUP
---	25.1	NATIONAL	
		REGION	
3.2	28.3		Southeast
0.1	25.2		West
-2.6	22.5		Central
0.2	25.3		Northeast
		SEX	
-4.0*	21.1		Male
4.3*	29.4		Female
		COLOR	
7.1*	32.2		Black
-0.9	24.2		White
		PARENTAL EDUCATION	
11.3*	36.4		No High School
7.4	32.5		Some High School
2.5	27.6		Graduated High Sch.
2.1	27.2		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
2.2	27.3		Extreme Inner City
-3.9	21.1		Extreme Rural
4.8*	29.9		Small City
-0.2	24.9		Medium City
-3.8	21.3		Rest Of Big City
-2.2	22.9		Suburban Fringe
-3.1	22.0		Extreme Aff Suburb

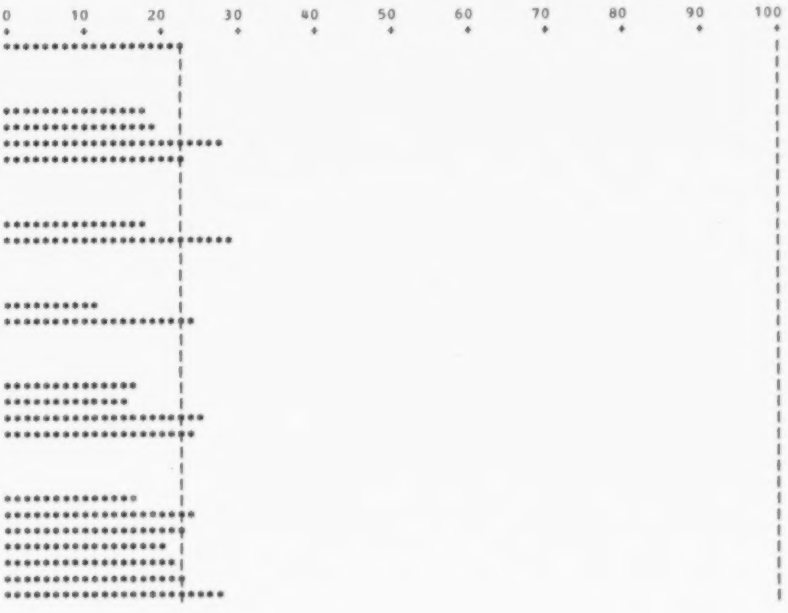


The second most often reported type was stories of children's and teen's activities and adventures, such as Nancy Drew stories or Hardy Boys' adventures. Nationally, more than 22% of the 9-year-olds reported reading titles that fell into this category,

but it was mentioned more often by some groups than others (Exhibit 3). Almost 28% of the children in the Central region gave titles of stories in this category; in the Southeast, 18% gave titles in this category. A smaller proportion of Blacks reported this type than 9-year-olds as a whole, and a smaller proportion of boys than girls reported reading these sorts of books.

EXHIBIT 3. Percentages Listing "Adventure" Titles

%DIFF FROM NATION	PERCENT RESPONSE	VARIABLE	GROUP
---	22.4	NATIONAL	
		REGION	
-4.3*	18.1		Southeast
-3.4	19.0		West
5.7*	28.1		Central
-0.2	22.2		Northeast
		SEX	
-5.3*	17.1		Male
5.7*	28.1		Female
		COLOR	
-11.0*	11.4		Black
1.8*	24.2		White
		PARENTAL EDUCATION	
-5.8	16.6		No High School
-6.9	15.6		Some High School
2.9	25.4		Graduated High Sch.
1.7	24.1		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
-6.0	16.4		Extreme Inner City
1.5	24.0		Extreme Rural
0.5	23.0		Small City
-2.2	20.2		Medium City
-0.9	21.5		Rest Of Big City
0.5	22.9		Suburban Fringe
5.6	28.1		Extreme Aff Suburb



The percentages naming titles in the other categories were too small for a meaningful discussion here. Interested readers may consult the appendix for complete results.

Exercise R407D

Age 9
Objectives III, I

D. Have you read any poems on your own? These should not be poems that you read for school.

- ○ Yes
- ○ No
- ○ No response

E. Can you tell me the name of one? _____

F. Can you name any others you have read? _____

Exercise R407 D asks students for information about the poetry they read on their own. Like the story-reading exercise, part 2 is divided into three questions. The first asks students whether they read poetry, and the next two ask for titles of poems to determine the kinds of poetry the students read.

Almost 53% of the 9-year-olds answered "Yes" to the question "Have you read any poems on your own?" About 16% of the 9-year-olds named one title, 11% named two, 4% named three and slightly more than 1% named four or more poems. In all, almost 33% of the 9-year-olds gave titles that were acceptable.

EXHIBIT 4. Percentages Listing At Least One Poem Title

%DIFF FROM NATION	PERCENT RESPONSE	VARIABLE	GROUP
---	32.5	NATIONAL	
		REGION	
3.2	35.6		Southeast
-4.1	28.4		West
2.0	34.4		Central
-1.4	31.1		Northeast
		SEX	
-5.6*	26.8		Male
6.1*	38.5		Female
		COLOR	
1.1	33.5		Black
0.0	32.5		White
		PARENTAL EDUCATION	
-7.3	25.2		No High School
-2.4	30.0		Some High School
2.4	34.9		Graduated High Sch.
3.8*	36.2		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
-6.1	26.3		Extreme Inner City
0.4	32.9		Extreme Rural
2.5	35.0		Small City
0.9	33.4		Medium City
-0.1	32.3		Rest Of Big City
-2.6	29.8		Suburban Fringe
0.4	32.8		Extreme Aff Suburb

Variations in response to the request for poem titles appeared in most variable groups (Exhibit 4). As with answers to the first question, "Do you read poetry?" a greater proportion of the girls remembered titles than did the boys. The girls were 6 percentage points above the national figure, and 12 points above the boys. Also above the national level were children in the post-high-school group and the Southeast, both with 36%.

Exercise R408

Age 9
Objectives III, I

(The interviewer may feel free to explain any of the words he uses or to adapt the language of this task to dialect variations. Do not lead the child by suggesting topics, themes, etc.).

I would like to ask you about the kinds of things you have read on your own.

A. Have you read any biographies, that is, any books about a real person's life? These should be biographies that you read on your own, not for school.

- ⬭ Yes
- ⬭ No
- ⬭ No response

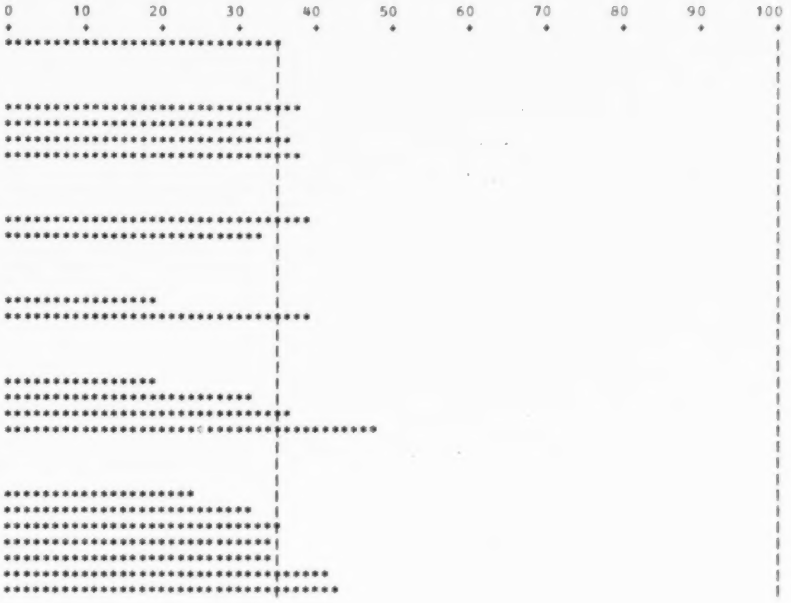
B. Can you tell me the name of one? _____

C. Can you name any others you have read? _____

Exercise administrators were instructed to repeat the third question, "Can you name any others you have read?" until the student could not remember any more titles, or gave no response. Acceptable answers were the title of a biography, or the name of a person about whom the biography was written. The most common type of unacceptable response was the title of a book of fiction, such as Tom Sawyer, Robin Hood or Robinson Crusoe. Other unacceptable responses included "the wife of a president, but I can't remember her name," "about the first Thanksgiving" or "a famous man in the olden days." Nationally, 45% indicated that they had read biographies. Fifteen percent of the 9-year-olds named one verified titles, 11% named two, 6% named three and 3% named four or more. In all, 36% of all 9-year-olds named at least one title successfully.

EXHIBIT 5. Percentages Giving At Least One Verified Biography Title

%DIFF FROM NATION	PERCENT RESPONSE	VARIABLE	GROUP
---	35.5	NATIONAL	
		REGION	
1.5	37.0		Southeast
-4.4	31.0		West
0.3	35.7		Central
2.2	37.7		Northeast
		SEX	
3.0*	38.4		Male
-3.1*	32.3		Female
		COLOR	
-16.7*	18.8		Black
3.0*	38.5		White
		PARENTAL EDUCATION	
-16.4*	19.0		No High School
-3.6	31.8		Some High School
0.5	35.9		Graduated High Sch.
12.0*	47.5		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
-11.2*	24.2		Extreme Inner City
-4.6	30.9		Extreme Rural
-0.8	34.6		Small City
-1.1	34.4		Medium City
-1.8	33.6		Rest Of Big City
6.1	41.6		Suburban Fringe
6.9	42.4		Extreme Aff Suburb



Some 38% of the males reported titles, compared to 32% of the females. Whites were 3 percentage points above the national figure and Blacks were 17 percentage points below. In the grouping by parental education, the no-high-school group was 16 percentage points below the national figure, and the post-high-school group was 12 percentage points above. In the size-and-type-of-community grouping, 24% of the students in the extreme-inner-city group named titles.

Exercise R409

Age 9
Objectives III, I

(The interviewer may feel free to explain any of the words he uses or to adapt the language of this task to dialect variations. Do not lead the child by suggesting topics, themes, etc.)

I would like to ask you about the kinds of things you have read on your own.

A. Do you read any magazines? These would be magazines that you read on your own, not magazines that you read for school.

- ⬭ Yes
- ⬭ No
- ⬭ No response

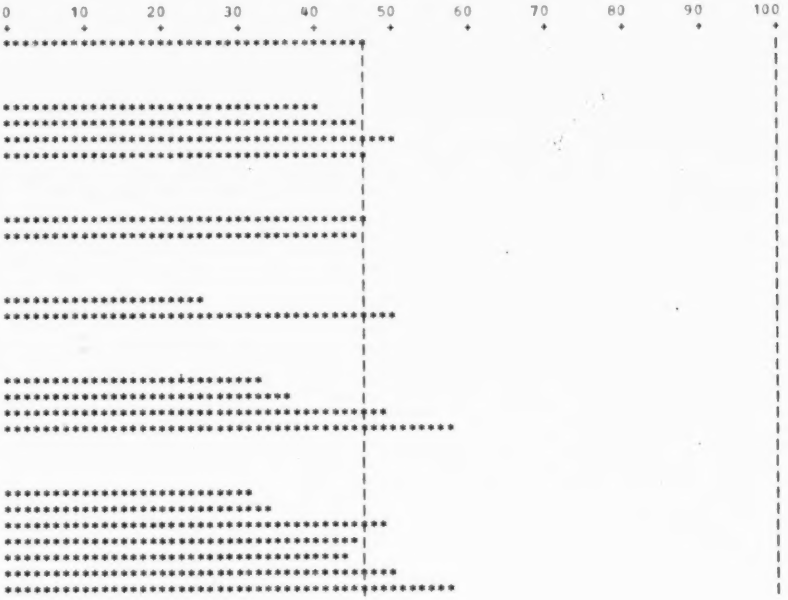
B. Can you tell me the name of one? _____

C. Can you name some others you have read? _____

Exercise R409 is designed to discover the kinds of magazines 9-year-olds read on their own. Like the exercise on books and poetry, this exercise is divided into three questions, the first to elicit a general response about whether the students had read magazines, and the next two to determine specific magazines.

EXHIBIT 6. Percentages Reporting At Least One Magazine Title

%DIFF FROM NATION	PERCENT RESPONSE	VARIABLE	GROUP
---	45.8	NATIONAL	
		REGION	
-6.1*	39.7		Southeast
-1.0	44.8		West
4.4	50.2		Central
1.1	46.8		Northeast
		SEX	
0.3	46.0		Male
-0.3	45.5		Female
		COLOR	
-20.5*	25.2		Black
3.7*	49.5		White
		PARENTAL EDUCATION	
-13.2*	32.5		No High School
-10.0*	35.7		Some High School
2.8	48.6		Graduated High Sch.
11.7*	57.5		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
-14.8*	31.0		Extreme Inner City
-12.1*	33.7		Extreme Rural
2.4	48.1		Small City
-0.9	44.8		Medium City
-1.8	43.9		Rest Of Big City
4.3	50.0		Suburban Fringe
11.6*	57.3		Extreme Aff Suburb



Fifty-five percent of the 9-year-olds reported that they read magazines, and 46% gave titles of magazines. As Exhibit 6 reveals, significantly higher than national figures ranged from 50% (Whites) to 57% (the post-high-school and affluent-suburb groups). Lower percentages appeared in the Southeast (40%), the two lower parental-education groups (33 and 36%), the inner-city and rural groups (31 and 34%) and for Blacks (25%).

After verifying titles, scorers arranged them into ten categories to determine the percentages of 9-year-olds reading each type of magazine. Scorers were given broad guidelines and sample titles to determine which category a magazine fell into.

1. Current events.
   Time, Life, Newsweek, U.S. News & World Report, Fortune, Business Week
   Percent in category: 15%

2. Literary and opinion.
   Saturday Review, Atlantic, Harper's, N.Y. Times magazine
   Percent in category: .3%

3. Pleasure.
Men's and women's magazines with stories: McCall's, Good Housekeeping, Esquire, Redbook, L.H. Journal, Vogue, Cosmopolitan, Playboy, True Adventure, Argosy
Fashions: Gentleman's Quarterly, Seventeen, Harper's Bazaar, Glamour
Romance and movie: Photoplay, Modern Screen, TV Stars
Detective, mystery, science fiction
Humor: Mad
Pop music: Billboard, Downbeat, Rolling Stone
Sports with stories or heroes: Sports Illustrated, Outdoor Life
Percent in category: 16%

4. Popular craft, hobbies, science.
Better Homes & Gardens, House Beautiful, House & Garden, Travel & Camera, Popular Photography, Coins, Sports Afield, Hot Rod, Popular Mechanics
Percent in category: 9%

5. Juvenile.
Percent in category: 22%

6. Ethnic.
Ebony, Jet
Percent in category: 1%

7. Specialized.
Technical and scientific, religious and denominational, health, education, agriculture
Percent in category: 2%

8. Other magazines.
TV Guide; one of a kind magazines (such as M.L.K. magazine); others.
Percent in category: 2%

9. Travel magazines.
Holiday, National Geographic
Percent in category: 4%

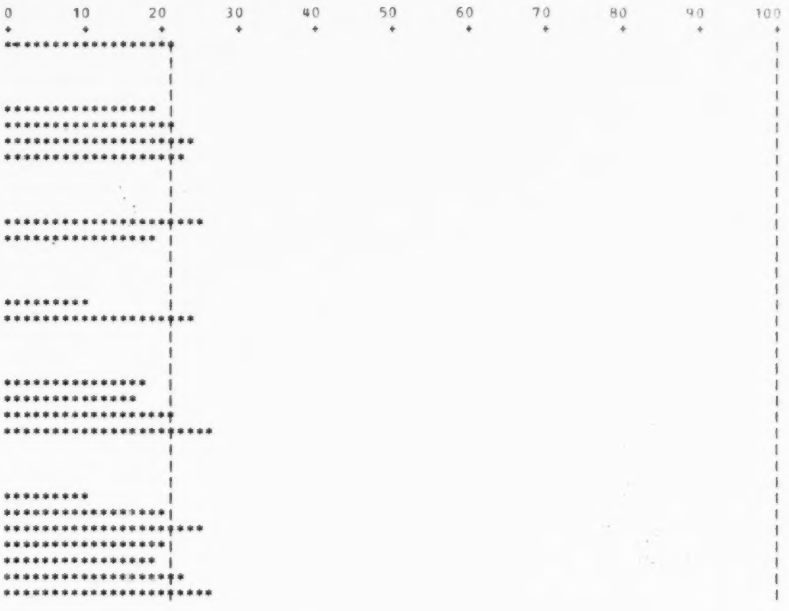
10. Reader's Digest.
Percent in category: 2%

The largest proportion (22%) of 9-year-olds named magazines that fell into the juvenile category, with titles such as Jack & Jill, Young America or scouting magazines. The percentage of boys (25%) naming magazines of this type was significantly above the national figure (Exhibit 7). Also above the national figure were Whites, with 24% reporting titles; the post-high-

school group, with 27%; and the small-place group, with 25%. Below the national figure were Blacks, with one out of ten reporting titles in this area; the extreme-inner city STOC group, with 11%; and girls, with 18%.

EXHIBIT 7. Percentages Listing "Juvenile" Magazine Titles

%DIFF FROM NATION	PERCENT RESPONSE	VARIABLE	GROUP
---	21.6	NATIONAL	
		REGION	
-2.9	18.8		Southeast
-0.8	20.9		West
2.6	24.2		Central
0.2	21.9		Northeast
		SEX	
3.2*	24.8		Male
-3.3*	18.3		Female
		COLOR	
-12.0*	9.6		Black
2.1*	23.7		White
		PARENTAL EDUCATION	
-3.5	18.1		No High School
-4.9	16.8		Some High School
0.1	21.8		Graduated High Sch.
4.9*	26.6		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
-11.1*	10.6		Extreme Inner City
-1.3	20.4		Extreme Rural
3.7*	25.3		Small City
-2.1	19.6		Medium City
-2.6	19.1		Rest Of Big City
0.5	22.1		Suburban Fringe
4.4	26.0		Extreme Aff Suburb



The second most popular category was pleasure magazines, with 16% of all 9-year-olds reporting titles of this type (Exhibit 8). Although regionally there was little difference in responses, noteworthy variations appeared in the other variable groups. Some 19% of the girls reported titles in this area, as compared to 14% of the boys. In the parental-education variables, the no-high-school group was 11 percentage points below the national figure, the some-high-school group was 5 points below and the post-high-school group was some 6 percentage points above. Both the extreme-rural and extreme-inner-city groups were about 7 percentage points below the national figure, and the suburban-fringe group was 8 points above. In the grouping by color, Whites were slightly above the national figure and Blacks were 11 percentage points below.

EXHIBIT 8. Percentages Listing "Pleasure" Magazine Titles

%DIFF FROM NATION	PERCENT RESPONSE	VARIABLE	GROUP	PERCENT RESPONSE 0 10 20 30 40 50 60 70 80 90 100
---	16.1	NATIONAL		**********
		REGION		
-0.8	15.3		Southeast	**********
2.1	18.2		West	**********
-2.2	13.9		Central	**********
1.4	17.5		Northeast	**********
		SEX		
-2.4*	13.7		Male	**********
2.6*	18.7		Female	**********
		COLOR		
-10.8*	5.3		Black	*****
1.9*	18.0		White	**********
		PARENTAL EDUCATION		
-10.5*	5.6		No High School	*****
-5.0*	11.1		Some High School	**********
3.0	19.1		Graduated High Sch.	**********
6.6*	22.5		Post High School	**********
		SIZE-AND-TYPE OF COMMUNITY		
-7.1*	9.0		Extreme Inner City	********
-6.7*	9.4		Extreme Rural	*********
-1.1	15.0		Small City	**********
-0.1	16.0		Medium City	**********
-2.5	13.6		Rest Of Big City	**********
8.3*	24.4		Suburban Fringe	**********
4.8	20.9		Extreme Aff Suburb	**********

Magazines of the current events type were next in popularity, with about 15% reporting titles in this area. Their popularity, however, varied from group to group. A significantly larger proportion of children in the Northeast (18%) reported titles of this type than did children generally (Exhibit 9). Girls and Whites were significantly above the national figure, boys and Blacks were below. As with the pleasure category, parental education was apparently one of the factors affecting this choice. In the parental-education grouping, the no-high-school group was 10 percentage points below the national figure, the some-high-school group was 8 points below and the post-high-school group was 6 percentage points above. Among the STOC groups, the extreme-rural group was more than 9 percentage points below the national figure, and the extreme-affluent-suburb group was more than 9 points above.

EXHIBIT 9. Percentages Listing "Current Events" Magazine Titles

%DIFF FROM NATION	PERCENT RESPONSE	VARIABLE	GROUP
---	15.6	NATIONAL	
		REGION	
-2.9	11.8		Southeast
-1.1	13.6		West
-0.1	14.5		Central
3.4*	18.1		Northeast
		SEX	
-2.9*	11.8		Male
3.0*	17.6		Female
		COLOR	
-5.1*	9.8		Black
1.0*	15.6		White
		PARENTAL EDUCATION	
-9.6*	5.3		No High School
-7.7*	7.0		Some High School
-0.1	14.5		Graduated High Sch.
6.6*	21.1		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
-3.8	11.3		Extreme Inner City
-9.3*	5.3		Extreme Rural
-1.7	12.9		Small City
-0.6	14.1		Medium City
3.5	18.1		Rest Of Big City
1.6	16.2		Suburban Fringe
8.5*	24.1		Extreme Aff Suburb

PERCENT RESPONSE: 0 10 20 30 40 50 60 70 80 90 100

Although variations from the national figures appeared in the proportions of 9-year-olds reporting titles of the other types of magazines, the figures were negligible. Interested readers can find the national and group results in the appendix.

After the scorers divided the titles given by the 9-year-olds into main categories, they divided the juvenile category into subcategories, using the following guidelines.

1. Children's magazines with stories.

   Boy's Life, Girl's Life, Jack & Jill, American Girl, Children's Digest, Wee Wisdom
   Percent in category: 16%

2. Children's current events and modern problems.

   Current Events, Jr. Scholastic, Weekly Reader, Pathfinder, Jr. Crusader, Young Crusader, Young America
   Percent in category: 1%

3. Children's handicrafts and hobbies.

   Model Trains, Model Planes, Children's Activities, scouting magazines
   Percent in category: 5%

4. Children's nature.

   Highlights, Ranger Rick
   Percent in category: 3%

5. Comics.

   Percent in category: 5%

6. Other children's magazines.

   Percent in category: 1%

The largest category of juvenile magazines were those which focus on stories. Some 16% of all 9-year-olds gave titles of magazines that fell in this category. The second most popular were comics, and then nature magazines.

Some 19% of the male 9-year-olds reported titles in this category, while only 13% of the girls did. Whites were 2 percentage points above the national figure; Blacks were 10 percentage points below. In the parental-education grouping, 9% of the no-high-school group reported reading story magazines, while 21% of the post-high-school group did. The only important STOC variation appeared in the extreme-inner-city category, which was 9 percentage points below the national figure.

Five percent of the 9-year-olds listed titles of comics as magazines, and there were no significant variations from this figure in any group. The percentages of 9-year-olds in the other categories were negligible.

Exercise R410

Ages 13, 17, Adult
Objectives III, I

This exercise was an individually administered survey of the types of literature 13-year-olds, 17-year-olds and young adults read. After asking people whether or not they had read a particular type of literature, exercise administrators asked those who replied affirmatively if they could provide specific titles of works they had read. Below are the types of literature surveyed. For each type, we are providing the percentages of people who indicated they had read something, and the percentages of those who furnished verifiable titles.

TYPE	AGE		
	13	17	Adult
Read at least One Type			
Yes	98%	95%	89%
Titles	86%	87%	76%
A. Long Stories or Novels			
Yes	72%	79%	76%
Titles	54%	69%	65%
B. Short Stories			
Yes	75%	66%	70%
Titles	38%	36%	24%
C. Biographies or Autobiographies			
Yes	61%	57%	55%
Titles	55%	52%	48%
D. Plays			
Yes	33%	38%	21%
Titles	22%	33%	17%

TYPE	AGE		
	13	17	Adult
E. Poems (Epic or Narrative)			
Yes	36%	33%	26%
Titles	21%	23%	15%
F. Poetry			
Yes	46%	42%	30%
Titles	23%	24%	18%
G. Essays			
Yes	23%	31%	41%
Titles	4%	15%	24%
H. Lit. Crit.			
Yes	23%	20%	19%
Titles	1%	5%	5%

In the following pages, we will first discuss the overall results on this exercise--that is, the proportions of respondents at each age who indicated they read at least one of the eight types of literature. Then we will cover the results for each part of the exercise.

Overall Results for 13-Year-Olds

Nationally, 98% of 13-year-olds reported that they read on their own at least one of the eight types of literature specified in Exercise R410.

Among those who reported titles, however, the results were somewhat different. About 86% of the 13-year-olds reported at least one title in one of the eight categories examined. In all, 22% of the 13-year-olds named titles in only one category, 26% named titles in two categories, 20% named titles in three categories and 18% named titles in four or more categories.

Overall Results for 17-Year-Olds

About 95% of all 17-year-olds reported that they read on their own at least one of the eight types of literature specified in Exercise R410.

Nationally, the percentage of 17-year-olds who named at least one title in at least one of the eight categories was 87%. Some 19% of the 17-year-olds reported titles in one category only, 15% named titles in two categories, 20% named titles in three categories and 24% named titles in more than three categories.

Overall Results for Young Adults

Some 89% of adults nationally reported that they read on their own at least one of the types of literature, and 76% gave titles.

Twenty percent of the adults named titles in one category only, 20% named titles in two categories, 14% named titles in three categories, and 22% named titles in four or more categories.

A. Long Stories or Novels

EXHIBIT 10. Percentages Giving At Least One Verified Novel Title, Age 13

%DIFF FROM NATION	PERCENT RESPONSE	VARIABLE	GROUP	PERCENT RESPONSE 0 10 20 30 40 50 60 70 80 90 100
---	53.6	NATIONAL		**********
		REGION		
-8.0*	45.6		Southeast	********
7.4*	61.0		West	**********
3.6	57.2		Central	**********
-3.3	50.3		Northeast	*********
		SEX		
-6.4*	47.2		Male	********
6.4*	60.0		Female	**********
		COLOR		
-22.8*	30.8		Black	******
4.0*	57.6		White	**********
		PARENTAL EDUCATION		
-12.4*	41.2		No High School	********
-7.5*	46.1		Some High School	*********
1.0	54.6		Graduated High Sch.	**********
10.8*	64.4		Post High School	**********
		SIZE AND TYPE OF COMMUNITY		
-6.9	46.7		Extreme Inner City	*********
-8.0*	45.6		Extreme Rural	*********
2.1	55.7		Small City	**********
-1.7	51.9		Medium City	**********
4.8	58.4		Rest Of Big City	**********
-5.1*	48.5		Suburban Fringe	*********
11.7*	65.3		Extreme Aff Suburb	**********

EXHIBIT 11. Percentages Giving At Least One Verified Novel Title, Age 17

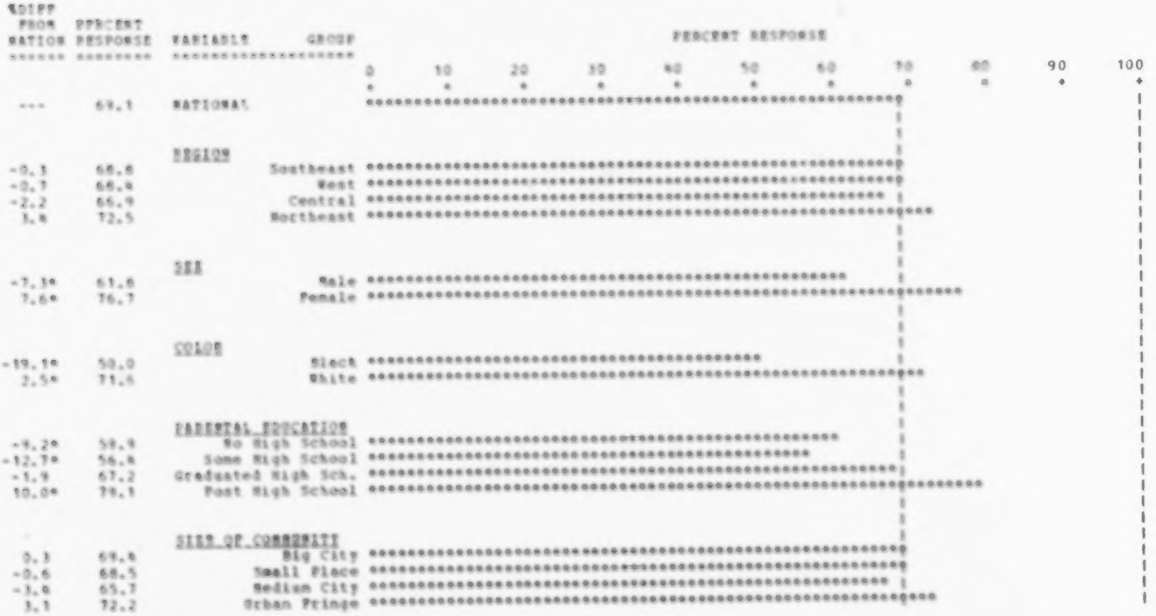
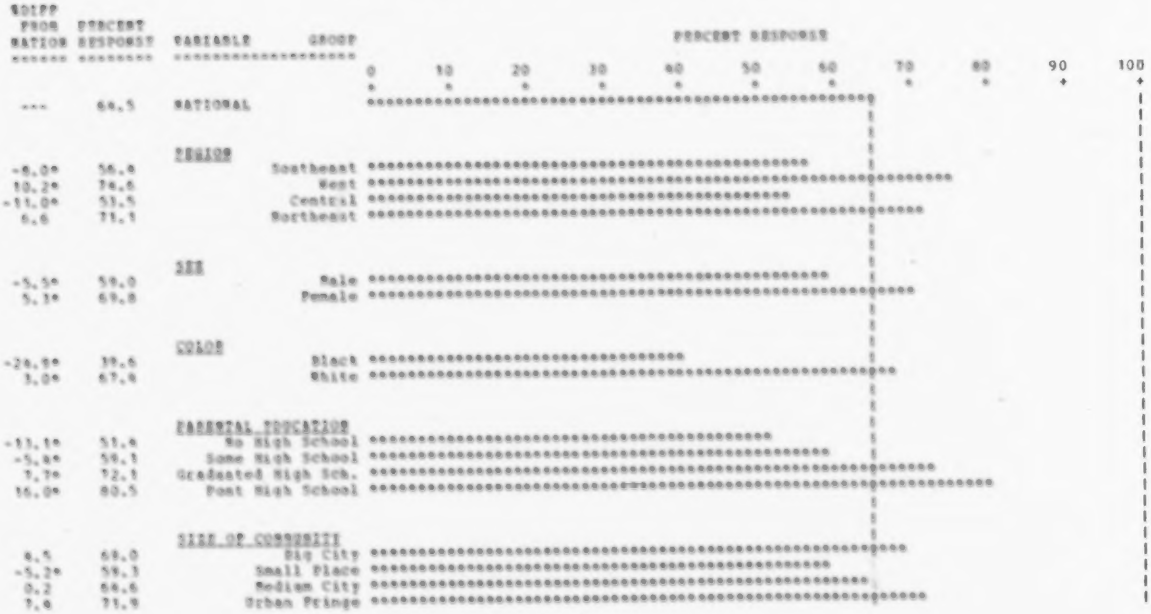


EXHIBIT 12. Percentages Giving At Least One Verified Novel Title, Adults



Results for 13-Year-Olds

Seventy-two percent of the 13-year-olds responded that they had read these types of literature, and 54% gave titles. There were important group variations from the latter figure, however (Exhibit 10). Forty-six percent of the 13-year-olds in the Southeast gave titles, while in the West the figure was 61%. The proportion of males giving titles was 6 percentage points below the national figure, while females were 6 percentage points above. The widest variation, however, was in the grouping by color. The proportion of Whites giving titles was 4 percentage points above the national figure; Blacks were 23 points below. The educational level of the parents was apparently another factor affecting novel reading by 13-year-olds. The no-high-school group was about 12 percentage points below the national figure; the some-high-school group was 8 points below; and the post-high-school group was almost 11 points above. Variations also appeared in the STOC groups. The extreme-rural group percentage was 8 points below the national figure, the suburban-fringe group was 5 percentage points below and the extreme-affluent-suburb group was almost 12 percentage points above.

Among 13-year-olds, 23% nationally gave the title to only one book, 14% gave titles to two books, 8% gave titles to three books, 4% gave titles to four books and 4% gave titles to five or more books.

Results for 17-Year-Olds

Some 79% said they had read novels or long stories, and 69% gave titles. Important variations appeared in several groups (Exhibit 11). Almost 62% of the males gave titles to stories they had read, compared to 77% of the females. Fifty percent of the Blacks and 72% of the Whites gave titles. As with 13-year-olds, parental education seemed to be a factor in 17-year-olds' reading habits. The no-high-school group was 9 percentage points below the national figure, the some-high-school group was 13-points below and the post-high-school group was 10 points above the national figure.

Nationally, some 23% of the 17-year-olds gave the title to only one book they had read, 18% gave two titles, 13% gave three, 6% gave four and 7% gave five or more.

Results for Adults

Almost 76% of the adults presented with Exercise R410 responded that they had read novels or long stories. About 65%

gave titles, and there were reliable variations in every grouping (Exhibit 12). Some 54% of the adults in the Central region and 56% in the Southeast named titles of novels or stories they had read. However, the proportion in the West was 75%. In the grouping by sex, males were 6 percentage points below the national figure, and females were 5 percentage points above. While two out of every five Blacks gave titles, the proportion for Whites was two out of three. Only one size-of-community group varied to a reliable degree from adults as a whole. The small-place group was some 5 percentage points below the national figure. The education of the parents of the adults apparently had a greater effect on the reading habits of the adults than it had on the other age groups, as every parental-education group varied significantly from the national response percentage. Some 51% of the no-high-school group gave titles of long stories or novels they had read; 59% of the some-high-school group gave titles; 72% of the graduated-high-school group gave titles; and 81% of the post-high-school group gave titles. The difference between the no-high-school group and the post-high-school group was some 29 percentage points, a wider spread than in any of the other variable groups.

Some 19% of the adults gave the title to only one book they had read, 15% gave the titles to two books, 9% gave three titles, 7% gave four titles, 5% gave five titles and 7% gave six or more titles.

Novel Categories

Following analysis of the numbers of titles of long stories and novels, scorers organized the titles into nine categories. Following are the novel categories and the percentage of people who named at least one title in the categories.

Category	Age		
	13	17	Adult
1. Adult-Young Adult Classics	11%	18%	14%
2. Adult Popular Fiction	14%	56%	56%
3. Other Adult Fiction	3%	5%	8%
4. Young People's Classics	11%	4%	3%
5. Young People's General Literature	25%	11%	2%
6. Children's Books	15%	2%	1%
7. Unspecific Titles	4%	4%	10%
8. Unverifiable Titles	14%	5%	10%
9. Non-fiction Titles	5%	5%	7%

1. Adult Classics and Adult-Young Adult Classics

The first category was comprised of two kinds of "classic" novels. "Adult classics" are enduring works of fiction taught in college literature courses as classics and published in various classic series. For a basic reference, scorers used the E.P. Dutton "Everyman's Library" Standard Edition Title Index.

The novels that fell into the "adult classic" category included: Les Miserables, The Scarlet Letter, Moby Dick, Crime and Punishment, The Brothers Karamazov, Tess of the D'Ubervilles, Lord Jim, Pride and Prejudice, Emma, Frankenstein, Green Mansions, Far From the Madding Crowd, The Turn of the Screw, The Hunchback of Notre Dame, The Castle of Otranto, The Human Comedy, War and Peace, Madame Bovary, The Virginians, Don Quixote, The Idiot, Fathers and Sons, Candide, Moll Flanders, Billy Budd, Anna Karenina, Twenty Years After, The Secret Sharer, The Way of All Flesh, Tristan and Iseult, Germinal, The Mill on the Floss.

"Adult-young adult classics" are those "classic" works that are readable on a number of different levels and have been published in various editions for various age groups. The following books, read as often by young people as by adults, were included in this category: Huckleberry Finn, Tom Sawyer, Oliver Twist, Great Expectations, Tale of Two Cities, Robinson Crusoe, Silas Marner, House of Seven Gables, The Red Badge of Courage, 20,000 Leagues Beneath the Sea, From the Earth to the Moon, Ivanhoe, Kenilworth, Jane Eyre, The Three Musketeers, The Scarlet Pimpernel, King Arthur and the Knights of the Round Table, A Christmas Carol, Kim, David Copperfield, Deerslayer, Gulliver's Travels, Around the World in Eighty Days, Uncle Tom's Cabin, The Last of the Mohicans, Dr. Jekyll and Mr. Hyde, A Connecticut Yankee in King Arthur's Court, Wuthering Heights, The Bible, The Prince and the Pauper, The Count of Monte Cristo, Pathfinder.

Results for 13-Year-Olds

Eleven percent of the 13-year-olds listed at least one "classic" title. Most of these (9%) were "adult-young adult classics." Interestingly, more males than females provided at least one title.

Results for 17-Year-Olds

Some 5% of the 17-year-olds reported titles of books they had read that fell into the "adult classics" category. However, 13% of the 17-year-olds reported titles in the "adult-young adult classics" category. Among all 17-year-olds, the only variations from this proportion appeared in the parental-education grouping. The some-high-school group's percentage was 3 points below the national figure, and the post-high-school group's was 2 percentage points above.

Results for Young Adults

Among adults, 6% gave titles in the "adult classics" category and 9% gave titles in the "adult-young adult classics" subcategory. The proportion of Whites giving titles was slightly greater than the national proportion, while the proportion of Blacks giving titles in this category was smaller than the national proportion.

2. Adult Popular Fiction and Adult Fiction of Literary Merit

The next category is "adult popular fiction." The books in this category are past and present best-sellers reviewed in major book reviewing periodicals and in Book Review Digest.

This category also includes all the novels in the subcategory "adult fiction of literary merit." The novels in this subcategory are not old enough to be considered "classics," yet they are taught regularly in college literature classes and are more likely to endure as significant works than the other novels in the "adult popular fiction" category. The list of novels and authors placed in the "fiction of literary merit" category follows:

A Death in the Family (Agee)
Henderson, The Rain King (Bellow)
Seize the Day
Herzog
The Good Earth (Buck)
The Plague (Camus)
The Stranger
My Antonia (Cather)
Ox-Bow Incident (Clark)
The Moonstone (Collins)
Victory (Conrad)
Maggie (Crane)
Adventures of a Young Man (Dos Passos)
The Hound of the Baskervilles (Doyle)
An American Tragedy (Dreiser)
Sister Carrie
Invisible Man (Ellison)
The Bear (Faulkner)
The Sound and the Fury
The Unvanquished
Two Soldiers
Tender is the Night (Fitzgerald)
This Side of Paradise
The Great Gatsby
Captain Horatio Hornblower (Forester)
The Ship
Ship of the Line
Lord of the Flies (Golding)
Pincher Martin
The Spire
The Pyramid
The Inheritors
The Tin Drum (Grass)
The Power and the Glory (Greene)
Catch 22 (Heller)
The Sun Also Rises (Hemingway)
Islands in the Stream
The Old Man and the Sea
For Whom the Bell Tolls
A Farewell to Arms
Demian (Hesse)
Narcissus and Goldmund
Siddhartha
Steppenwolf
Brave New World (Huxley)
The Dead (Joyce)
Ulysses
The Castle (Kafka)
Metamorphosis
The Trial
One Flew Over the Cuckoo's Nest (Kesey)
Darkness at Noon (Koestler)
Giants in the Earth (Kolvaag)
Lady Chatterly's Lover (Lawrence)
Main Street (Lewis)
Arrowsmith
Babbitt
Of Human Bondage (Maugham)
The Razor's Edge
Nectar in a Sieve (Markandaya)
A Member of the Wedding (McCullers)
Mutiny on the Bounty (Nordhoff & Hall)
The Pit (Norris)

1984 (Orwell)
Animal Farm
Dr. Zhivago (Pasternak)
All Quiet on the Western Front (Remarque)
Call It Sleep (Roth)
Catcher in the Rye (Salinger)
Franny and Zooey
The Age of Reason (Sartre)
Nausea
And Quiet Flows the Don (Sholokhov)
The Jungle (Sinclair)
Wind, Sand and Stars (Ste. Exupery)
Tortilla Flat (Steinbeck)
Grapes of Wrath
The Pearl
The Red Pony
Of Mice and Men
East of Eden
Winter of Discontent
The Black Arrow (Stevenson)
The Wrong Box
The Hobbit (Tolkien)
Fellowship of the Ring:
Lord of the Rings
Two Towers
Return of the King
Puddin' Head Wilson (Twain)
Rabbit Run (Updike)
The Centaur
Cat's Cadle (Vonnegut)
Slaughter House Five
The Loved One (Waugh)
Ethan Frome (Wharton)
Picture of Dorian Gray (Wilde)
Look Homeward, Angel (Wolfe)
You Can't Go Home Again
The Web and the Rock
Black Boy (Wright)
Native Son

EXHIBIT 13. Percentages Giving Verified Popular Titles, Age 13

%DIFF FROM NATION	PERCENT RESPONSE	VARIABLE	GROUP
---	13.9	NATIONAL	
		REGION	
-2.6	11.3		Southeast
4.7*	18.6		West
-3.3*	10.6		Central
2.0	15.9		Northeast
		SEX	
-0.3	13.6		Male
0.3	14.2		Female
		COLOR	
-10.5*	3.4		Black
1.8*	15.7		White
		PARENTAL EDUCATION	
-7.5*	6.4		No High School
-6.1*	7.8		Some High School
-4.4*	9.5		Graduated High Sch.
9.5*	23.4		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
-4.8	9.1		Extreme Inner City
-7.1*	6.8		Extreme Rural
-0.1	13.8		Small City
-0.2	13.7		Medium City
1.6	15.5		Rest Of Big City
0.7	14.6		Suburban Fringe
6.2*	20.1		Extreme Aff Suburb

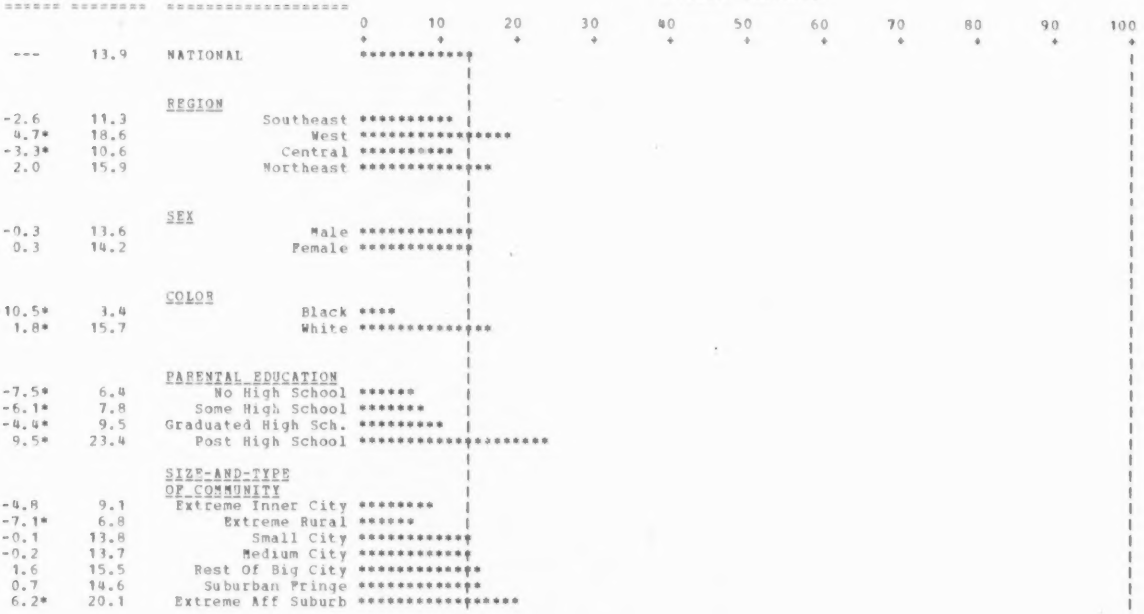


EXHIBIT 14. Percentages Giving Verified Popular Titles, Age 17

%DIFF FROM NATION	PERCENT RESPONSE	VARIABLE	GROUP
---	56.1	NATIONAL	
		REGION	
-7.9*	48.1		Southeast
1.7	57.8		West
-1.8	54.3		Central
6.7*	62.8		Northeast
		SEX	
-10.1*	45.9		Male
10.5*	66.5		Female
		COLOR	
-20.9*	35.2		Black
2.8*	58.9		White
		PARENTAL EDUCATION	
-16.1*	40.0		No High School
-14.5*	41.5		Some High School
-1.1	55.0		Graduated High Sch.
10.7*	66.8		Post High School
		SIZE OF COMMUNITY	
-0.7	55.3		Big City
-2.6	53.4		Small Place
-2.8	53.2		Medium City
6.5*	62.6		Urban Fringe

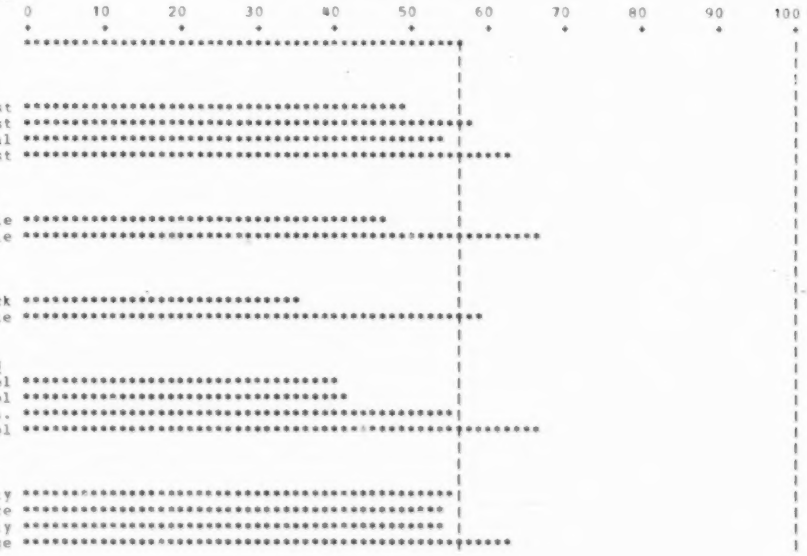
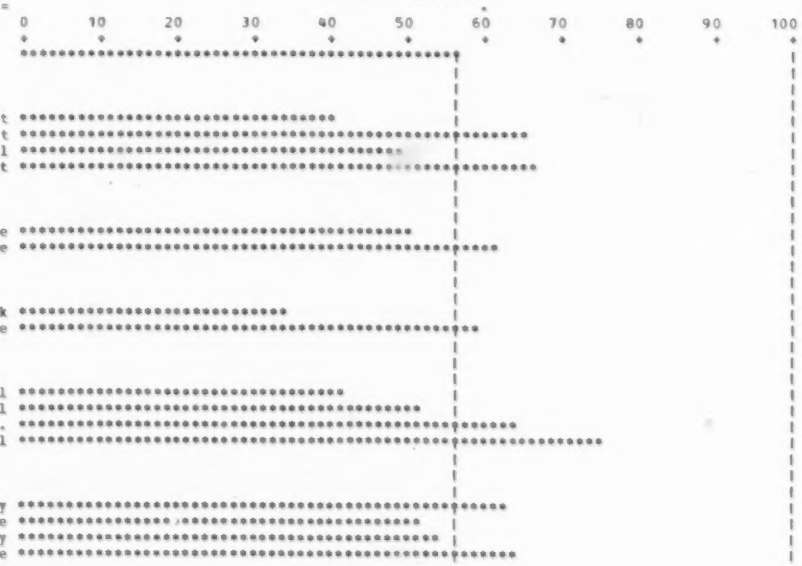


EXHIBIT 15. Percentages Giving Verified Popular Titles, Adults

%DIFF FROM NATION	PERCENT RESPONSE	VARIABLE	GROUP
---	56.0	NATIONAL	
		REGION	
-16.6*	39.4		Southeast
8.5*	64.5		West
-7.1	48.9		Central
9.7*	65.7		Northeast
		SEX	
-5.7*	50.3		Male
5.5*	61.5		Female
		COLOR	
-22.8*	33.2		Black
2.6*	58.5		White
		PARENTAL EDUCATION	
-15.0*	40.9		No High School
-5.3	50.7		Some High School
7.5*	63.5		Graduated High Sch.
18.8*	74.8		Post High School
		SIZE OF COMMUNITY	
6.5	62.5		Big City
-5.3*	50.7		Small Place
-2.5	53.5		Medium City
8.0*	64.0		Urban Fringe



Results for 13-Year-Olds

Nationally, 14% of the 13-year-olds gave titles that fell into the combined "adult popular fiction" category and its sub-category, "adult fiction of literary merit" (Exhibit 13).

Percentages above that figure ranged from 16% (Whites) to 23% (the post-high-school group). Significantly lower figures ranged from 11% (the Central region) to 3% (Blacks).

Results for 17-Year-Olds

About 56% of the 17-year-olds reported titles in the combined "adult popular fiction" and "adult fiction of literary merit" category (Exhibit 14). Reliable variations from this figure appeared in every grouping.

The Northeast region, females, Whites, the post-high-school group and the big-city-fringe groups all had response percentages ranging from 3 to 11 points higher than this. Lower percentages occurred in five groups: the Southeast, males, Blacks and the two lower parental-education groups.

In all, 25% of the 17-year-olds gave the title to one book in this category, 17% gave titles to two books, 7% gave titles to three books and 7% gave four or more titles.

Twenty-two percent of the 17-year-olds reported titles of books that were classified as "adult fiction of literary merit."

Results of Young Adults

Fifty-six percent of the adults gave titles of books they remembered reading that were classified as "adult popular fiction" and "adult fiction of literary merit," but there were wide variations in almost every group (Exhibit 15). The widest range appeared in the parental-education groups, which went from 41% of the no-high-school group to 75% of the post-high-school group. Wide variations also appeared in the regional results; the Southeast group was 17 percentage points below the national figure, the West was 9 points above the national percentage, and the Northeast was 10 points above. The proportion of Whites giving titles in this area was slightly greater than the proportion nationally, and the proportion of Blacks was 23 percentage points below the national proportion. There was also a 12% difference between females (62%) and males (50%). In the size-of-community grouping, the small-places group was 5 percentage points below the national figure and the suburban-fringe group was 8 points above.

About 19% of the adults gave the title to only one book that fell in this category, 13% gave the titles to two books, 10% gave the titles to three books and 14% gave the titles to four or more books.

Almost 15% of the adults reported one or more titles in the "adult fiction of literary merit" subcategory.

3. Other Adult Fiction

The "other adult fiction" category included novels written originally as paperbacks, such as Westerns, popular romances, detective or crime novels, pornography, and anything else that is seldom reviewed in major literary reviewing periodicals. In addition to exclusively paperback novels, the works of such popular writers as Zane Grey and Mickey Spillane were included. The percentages naming titles at each age level in this category were almost negligible: 8% for adults, 5% for 17-year-olds and 3% for 13-year-olds. Group breakdowns are unreliable when percentages are this low.

4. Young People's Classics

The novels and long stories in the "young people's classics" category are read primarily by young people and are often published in a classics series. For basic reference, scorers used the Grosset and Dunlap "Illustrated Junior Library Classics" list. The following books were included: Treasure Island, Kidnapped, Swiss Family Robinson, Black Beauty, Little Women, Little Men, Joe's Boy, Call of the Wild, White Fang, Heidi, Captains Courageous, Tales of the Arabian Nights, Bambi, Pinnochio, The Wizard of Oz, Alice in Wonderland, Tales of Hans Christian Anderson ("The Ugly Duckling," "The Princess and the Pea"), The Man Without a Country, The Five Little Peppers, The Jungle Book, Uncle Remus, Peter Pan, Hans Brinker or the Silver Skates, William Tell, The Little Lame Prince, Peter Rabbit, The Little Prince, Winnie the Pooh.

Results for 13-Year-Olds

Slightly more than 11% of the 13-year-olds reported titles in the "young people's classics" category, with about the same proportions reporting in most groups (Exhibit 16). However, the percentages for the inner-city group and Blacks were half the national percentage.

In all, 9% of the 13-year-olds reported the title to only one book in this category, slightly more than 1% reported two titles and less than 1% reported three or more titles.

EXHIBIT 16. Percentages Giving Verified Titles, Age 13

%DIFF FROM NATION	PERCENT RESPONSE	VARIABLE	GROUP	PERCENT RESPONSE 0 10 20 30 40 50 60 70 80 90 100
---	11.3	NATIONAL		**********
		REGION		
0.1	11.5		Southeast	**********
4.0	15.3		West	**************
-2.2	9.1		Central	********
-1.3	10.0		Northeast	**********
		SEX		
-0.4	10.9		Male	**********
0.4	11.7		Female	**********
		COLOR		
-5.2*	6.1		Black	******
1.0*	12.3		White	************
		PARENTAL EDUCATION		
-0.6	10.7		No High School	**********
1.2	12.5		Some High School	************
-0.4	10.9		Graduated High Sch.	**********
2.4	13.7		Post High School	**************
		SIZE-AND-TYPE OF COMMUNITY		
-5.8*	5.5		Extreme Inner City	*****
-1.4	9.9		Extreme Rural	**********
1.2	12.5		Small City	************
1.2	12.5		Medium City	************
-0.6	10.7		Rest Of Big City	**********
-1.5	9.8		Suburban Fringe	**********
2.4	13.7		Extreme Aff Suburb	**************

Results for 17-Year-Olds

About 4% of the 17-year-olds gave titles of books in the "young people's classics" category, and this proportion remained about the same regardless of the group or subgroup examined.

Results for Young Adults

About 3% of the adults named titles that fell into the "young people's classics" category. The proportion of Whites naming titles in this category was slightly larger than the national proportion, and the proportion of the big-city group was slightly smaller than the national proportion. Otherwise, all the group results were about equal to the national proportion.

5. Young People's General Reading

The next category was "young people's general reading." These are novels and long stories advertised by their publishers as reading matter for young people, listed in the H.H. Wilson catalogues for senior and junior high school libraries, and shelved in the public libraries as fiction for grades 7-12. Books which ranged over earlier grades as well (grades 5-9, for instance, or 6-12) were also included as long as they went beyond grade 6. Popular in this category were Hardy Boys and Nancy Drew mysteries, sports stories for teenagers, horse and dog novels, nurse books and romances, and old standbys like Old Yeller, Johnny Tremain and The Outsiders.

As might be expected, the proportions naming titles in this category decreased with age.

EXHIBIT 17. Percentages Giving Titles, Age 13

%DIFF FROM NATION	PERCENT RESPONSE	VARIABLE	GROUP
---	24.5	NATIONAL	
		REGION	
-1.8	22.7		Southeast
1.4	25.8		West
1.8	26.2		Central
-1.6	22.9		Northeast
		SEX	
-5.7*	18.8		Male
5.7*	30.1		Female
		COLOR	
-14.8*	9.7		Black
2.6*	27.1		White
		PARENTAL EDUCATION	
-9.5*	15.0		No High School
-1.0	23.4		Some High School
1.7	26.2		Graduated High Sch.
4.3*	28.8		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
-0.5	24.0		Extreme Inner City
-1.7	22.8		Extreme Rural
1.3	25.7		Small City
-4.5*	20.0		Medium City
1.8	26.3		Rest Of Big City
-3.3	21.2		Suburban Fringe
8.1*	32.6		Extreme Aff Suburb

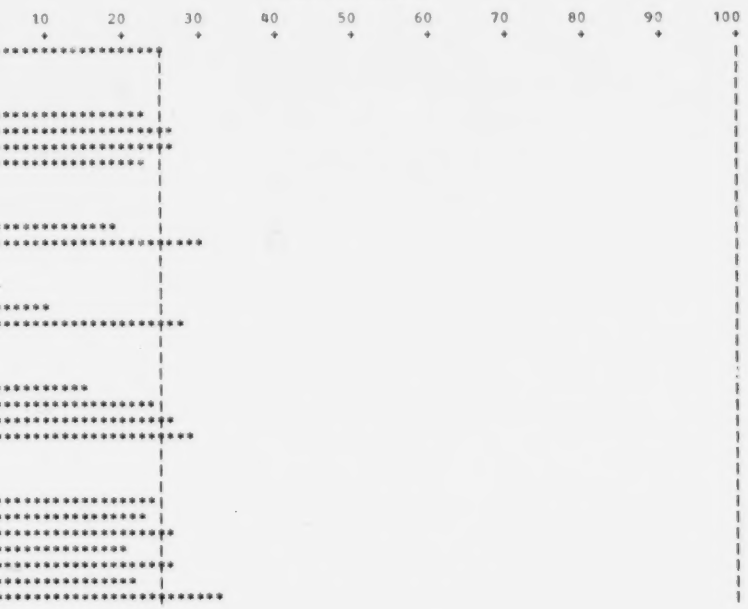


EXHIBIT 18. Percentages Giving Titles, Age 17

Results for 13-Year-Olds

Nationally, 25% of 13-year-olds reported titles in the "young people's general reading" category (Exhibit 17). Some 27% of the Whites reported titles in this category, compared to 10% of the Blacks. The percentage of males reporting these titles was 6 percentage points below the national figure, while females were 6 points above. The no-high-school and medium-city groups were both below the national percentage, and the post-high-school and extreme-affluent-suburb groups were both above.

Among all 13-year-olds, 17% reported the title to one book in this category, 5% reported two titles, less than 2% reported three titles and less than 1% reported four or more titles.

Results for 17-Year-Olds

About 11% of the 17-year-olds reported titles of books they had read that were in the "young people's general reading" category (Exhibit 18). This proportion remained roughly the same regardless of the region of the country, color or parental education, but significant variations appeared in the other groupings. A smaller proportion of males reported titles in this category than reported these titles generally, and a larger proportion of females reported these titles (8% and 13%, respectively).

Among the size-of-community groups, the big-city-fringe and medium-city groups were both below the national figure (with 7% and 6%, respectively) and the small-places group was above, with 16%.

Results for Young Adults

Nationally, 2% of the adults gave titles of books they had read that fell into the "young people's general reading" category. There were no significant differences from this figure among the groups.

6. Children's Books

The next category was "children's books." The books in this category are listed in the Wilson Children's Catalogue as juvenile or elementary school reading. They include such titles as Charlotte's Web, the Stewart Little books, books by Laura Ingalls Wilder, and others.

While some 15% of the 13-year-olds named titles in this category, only 2% of the 17-year-olds and 1% of the adults named titles, both negligible figures.

Results for 13-Year-Olds

Some 15% of the 13-year-olds reported titles of books they had read that fell into the "children's books" category (Exhibit 19). Every region differed significantly from the national figure: the proportion of youths in the Northeast reporting titles was about 7 percentage points below the national percentage; the Southeast was 4 percentage points below, the Central region was 4 percentage points above and the West was 5 percentage points above. Smaller proportions of males (12%) and Blacks (11%) reported titles in this category than 13-year-olds generally, and larger proportions of females (18%) and Whites (16%) reported titles in this category.

EXHIBIT 19. Percentages Naming Children's Books, Age 13

$DIFF FROM NATION	PERCENT RESPONSE	VARIABLE	GROUP
---	15.1	NATIONAL	
		REGION	
-3.6*	11.5		Southeast
5.1*	20.2		West
4.5*	19.5		Central
-6.5*	8.6		Northeast
		SEX	
-3.3*	11.8		Male
3.3*	18.3		Female
		COLOR	
-4.1*	11.0		Black
0.8*	15.9		White
		PARENTAL EDUCATION	
-4.2	10.9		No High School
-2.1	13.0		Some High School
1.5	16.6		Graduated High Sch.
1.6	16.7		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
0.1	15.4		Extreme Inner City
4.0	19.1		Extreme Rural
-1.2	13.9		Small City
-2.0	13.1		Medium City
-2.5	12.6		Rest Of Big City
0.9	16.0		Suburban Fringe
1.9	17.0		Extreme Aff Suburb

7. Unclassifiable, Non-Verifiable and Non-Fiction

The final three categories were devised to account for titles which the scorers could not place in the preceding categories. The first of the three was termed "unclassifiable," into which were put titles that were verifiable but no information could be found to classify them further. Also put into this category were titles that could refer to several books when the scorers could not make a judgment about which book the respondent may have read. Books such as Big Red or Christy were put into this category.

The second of the three was termed "non-verifiable." Titles put into this category were those not listed in Books in Print, not found in the public or university library and unheard of by the scorers. These books may exist somewhere, but for the most part, they are probably titles the respondent remembered imperfectly or made up.

The last of three was "non-fiction." Titles placed in this category did not qualify as novels or long stories. They were generally biographies, histories or short stories.

B. Short Stories

The second question in Exercise R410 asked respondents if they had read short stories and if they could name the titles of any they had read. The proportion of 13-year-olds responding positively was larger than the proportion in the other age groups. Some three out of four 13-year-olds replied that they had read short stories, and 38% named titles. Among 17-year-olds, two out of three answered that they read short stories and 36% reported titles, while for adults the figures were 70% reporting that they read short stories and 24% giving titles. However, about the same proportion of 13-year-olds and 17-year-olds named more than one title (15% and 14%, respectively), and both age groups named more than one title in proportions larger than the adult proportion (10%).

EXHIBIT 20. Percentages Giving Verified Short Story Titles, Age 13

%DIFF FROM NATION	PERCENT RESPONSE	VARIABLE	GROUP
---	38.3	NATIONAL	
		REGION	
5.3*	43.5		Southeast
0.6	38.9		West
-3.5	34.8		Central
-1.7	36.6		Northeast
		SEX	
-1.1	37.1		Male
1.1	39.4		Female
		COLOR	
-1.9	36.4		Black
0.3	38.6		White
		PARENTAL EDUCATION	
-0.9	37.4		No High School
6.4	44.6		Some High School
-2.2	36.0		Graduated High Sch.
4.4*	42.6		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
-3.2	35.0		Extreme Inner City
-2.7	35.6		Extreme Rural
3.4	41.7		Small City
-1.4	36.8		Medium City
-10.0*	28.3		Rest Of Big City
-1.3	36.9		Suburban Fringe
4.5	42.8		Extreme Aff Suburb

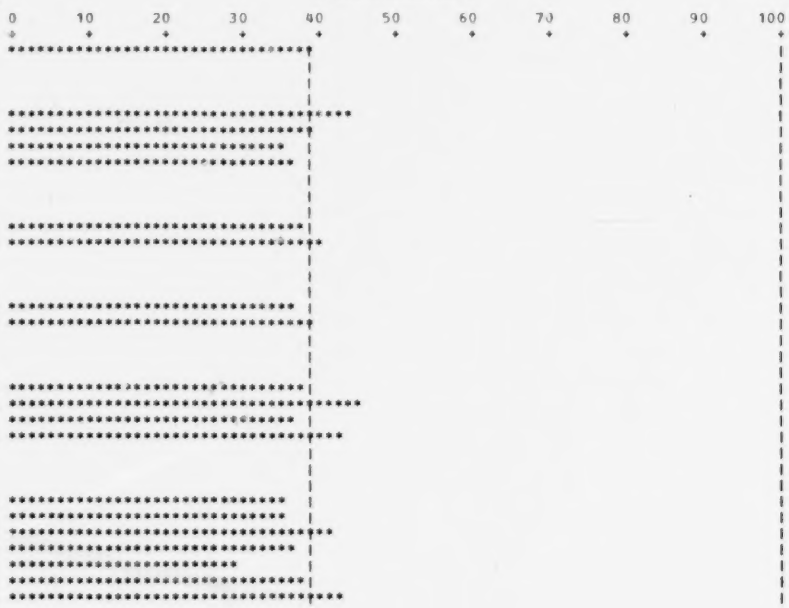


EXHIBIT 21. Percentages Giving Verified Short Story Titles, Age 17

%DIFF FROM NATION	PERCENT RESPONSE	VARIABLE	GROUP
---	36.4	NATIONAL	
		REGION	
2.2	38.6		Southeast
-1.1	35.3		West
-0.8	35.6		Central
0.2	36.7		Northeast
		SEX	
-0.5	35.9		Male
0.6	37.0		Female
		COLOR	
-2.9	33.5		Black
0.4	36.9		White
		PARENTAL EDUCATION	
-4.0	32.4		No High School
-3.1	33.3		Some High School
-2.0	34.4		Graduated High Sch.
4.9*	41.4		Post High School
		SIZE OF COMMUNITY	
1.8	38.2		Big City
0.8	37.3		Small Place
-5.1	31.4		Medium City
1.0	37.5		Urban Fringe

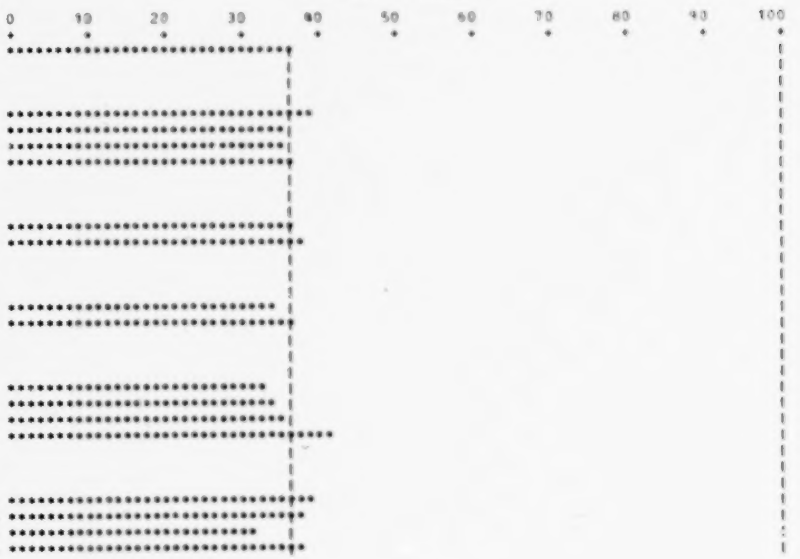
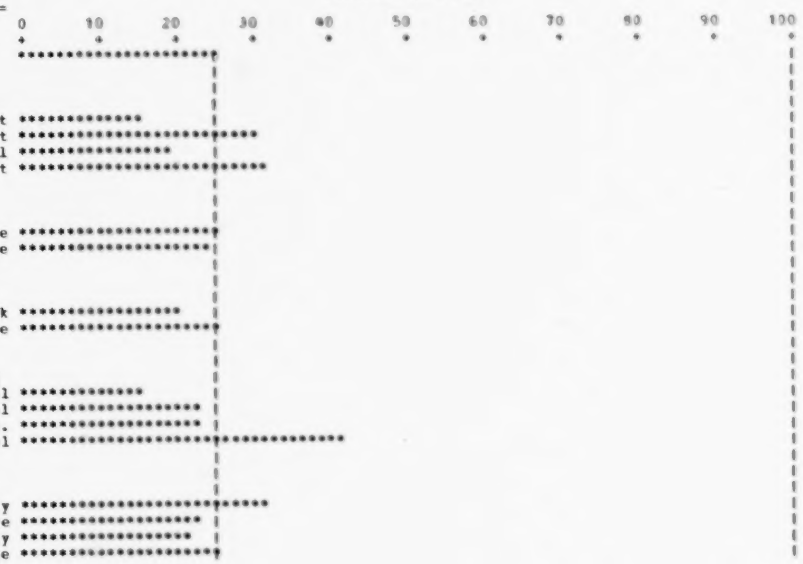


EXHIBIT 22. Percentages Giving Verified Short Story Titles, Adults

%DIFF FROM NATION	PERCENT RESPONSE	VARIABLE	GROUP
---	24.4	NATIONAL	
		REGION	
-9.0*	15.4		Southeast
5.5	29.9		West
-5.6*	18.8		Central
6.3	30.7		Northeast
		SEX	
0.2	24.6		Male
-0.2	24.2		Female
		COLOR	
-4.9	19.5		Black
0.7	25.1		White
		PARENTAL EDUCATION	
-9.4*	15.0		No High School
-2.2	22.2		Some High School
-2.0	22.4		Graduated High Sch.
16.4*	40.8		Post High School
		SIZE OF COMMUNITY	
7.1*	31.5		Big City
-2.3	22.1		Small Place
-2.6	21.8		Medium City
0.7	25.1		Urban Fringe



Results for 13-Year-Olds

Nationally, 38% of the 13-year-olds remembered the titles to one or more short stories they had read. This proportion remained about the same in the groupings by sex and by color, but significant variations appeared elsewhere (Exhibit 20). A larger proportion of children in the Southeast (44%) reported titles than 13-year-olds did generally, and in addition, a significantly larger proportion reported two titles than 13-year-olds did generally. This is an unusual performance for the Southeast, which generally is close to or below the national level. The other groups that varied significantly from the national figure were the post-high-school parental education group, with 43%, and the rest-of-big-city group, with 28%.

In all, 23% of the 13-year-olds reported the title to one story they had read, 9% reported titles to two stories, 4% reported three titles and 2% reported four or more titles.

Results for 17-Year-Olds

Some 36% of the 17-year-olds reported titles to at least one short story they had read (Exhibit 21). The only variation from this figure appeared in the parental-education groups. The post-high-school group was 5 percentage points above the national figure.

About 22% of the 17-year-olds reported one title, 9% reported two, 3% reported three and 2% reported four or more titles.

Results for Young Adults

Some 24% of the adults gave at least one title (Exhibit 22). The Southeast was 9 percentage points below the national figure at this age and the Central region was 6 percentage points below. The no-high-school group was 9 points below the national figure, and the post-high-school group was 16 points above. The only other reliable variation from the national figure appeared for the big-city group, which was 7 points above the national figure.

About 14% of the adults gave the title to one short story they remembered, 5% gave the titles to two short stories, 3% gave three titles and 2% gave four or more titles.

C. Biographies

The third part of Exercise R410 asked respondents if they had read biographies or autobiographies and if they could remember the titles of any they had read. As with short stories, the 13-year-olds had the largest proportion. In addition, the proportion of 13-year-olds naming more than one title was larger than the other age groups; some 32% of the 13-year-olds named more than one title, compared to 27% for the 17-year-olds and 28% for the adults.

Some 61% of the 13-year-olds reported that they had read books in this category, and 55% gave acceptable titles. Among 17-year-olds, 57% said that they had read books in this area and 52% reported titles; for the adults, the figures were 55% replying affirmatively and 48% giving titles.

EXHIBIT 23. Percentages Giving Verified Biography Titles, Age 13

%DIFF FROM NATION	PERCENT RESPONSE	VARIABLE	GROUP
---	54.6	NATIONAL	
		REGION	
0.7	55.3		Southeast
2.3	56.9		West
-0.9	53.7		Central
-1.8	52.8		Northeast
		SEX	
3.1*	57.7		Male
-3.1*	51.5		Female
		COLOR	
-7.6*	47.0		Black
1.3*	55.9		White
		PARENTAL EDUCATION	
-10.1*	44.5		No High School
-5.3	49.3		Some High School
-1.1	53.5		Graduated High Sch.
9.6*	64.2		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
-6.6*	48.0		Extreme Inner City
-5.9	48.6		Extreme Rural
-4.9*	49.6		Small City
-0.4	54.2		Medium City
7.8	62.4		Rest Of Big City
0.5	55.0		Suburban Fringe
14.7*	69.2		Extreme Aff Suburb

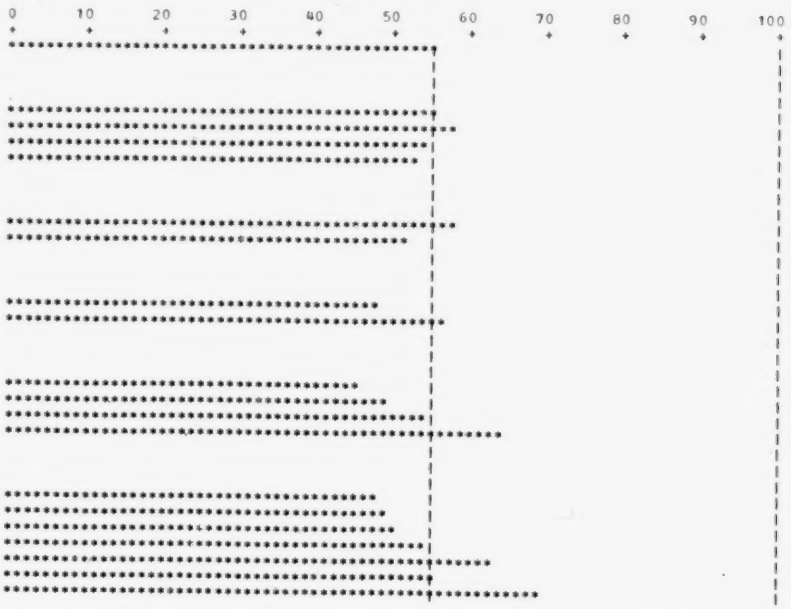


EXHIBIT 24. Percentages Giving Verified Biography Titles, Age 17

%DIFF FROM NATION	PERCENT RESPONSE	VARIABLE	GROUP
---	52.1	NATIONAL	
		REGION	
1.0	53.2		Southeast
1.3	53.4		West
-2.3	49.8		Central
0.6	52.8		Northeast
		SEX	
-0.9	51.3		Male
0.9	53.0		Female
		COLOR	
4.0	56.2		Black
-0.4	51.7		White
		PARENTAL EDUCATION	
-2.1	50.1		No High School
-2.8	49.3		Some High School
-1.9	50.3		Graduated High Sch.
3.4*	55.5		Post High School
		SIZE OF COMMUNITY	
2.5	54.6		Big City
1.3	53.5		Small Place
3.3	55.5		Medium City
-6.5*	45.6		Urban Fringe

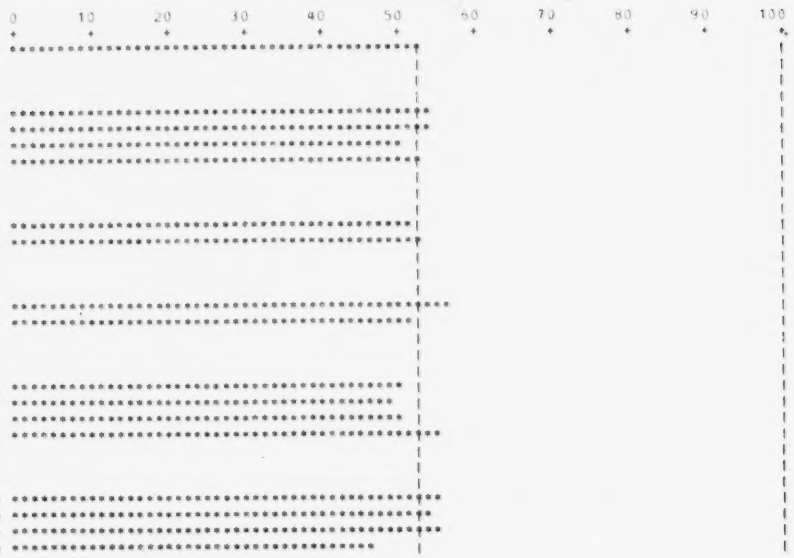
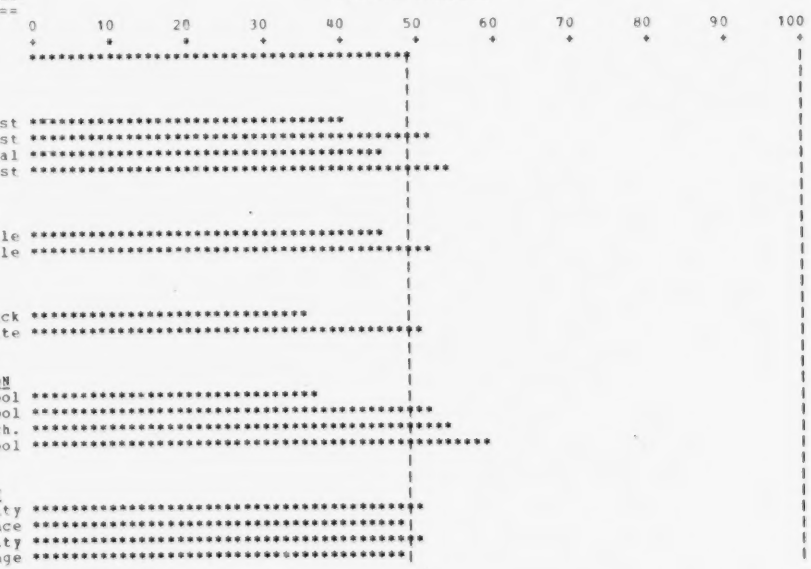


EXHIBIT 25. Percentages Giving Verified Biography Titles, Adults

%DIFF FROM NATION	PERCENT RESPONSE	VARIABLE	GROUP
---	48.2	NATIONAL	
		REGION	
-8.8*	39.4		Southeast
3.3	51.5		West
-2.8	45.3		Central
5.4	53.5		Northeast
		SEX	
-3.0*	45.2		Male
2.9*	51.1		Female
		COLOR	
-13.2*	35.0		Black
1.6*	49.7		White
		PARENTAL EDUCATION	
-12.1*	36.0		No High School
2.7	50.9		Some High School
5.1	53.3		Graduated High Sch.
10.2*	58.4		Post High School
		SIZE OF COMMUNITY	
1.5	49.6		Big City
-1.1	47.0		Small Place
2.1	50.3		Medium City
-0.5	47.6		Urban Fringe



Results for 13-Year-Olds

The proportion of 13-year-olds giving titles of biographies or autobiographies was about at the national level of 55% in each region, but variations appeared in the other variable categories (Exhibit 23). Males were above the national figure with 58% and females were below, with 52%. The Black percentage was below, with 47%, and the White percentage was above, with 56%. The no-high-school group was 10 percentage points below the national figure, and the post-high-school group was 10 percentage points above. In the size-and-type-of-community groups, the extreme-inner-city and small-city groups were both below the national figure (48% and 50%, respectively), and the extreme-affluent-suburb group was above.

About 23% of the 13-year-olds gave the title to one book, 14% gave two titles, 9% gave three titles, 4% gave four titles and 4% gave five or more titles.

Results for 17-Year-Olds

Nationally, 52% of the 17-year-olds reported titles of books they had read in this category (Exhibit 24). The two groups that differed from this figure were the post-high-school group, with 56%, and the big-city-fringe group, with 46%.

Twenty-five percent of the 17-year-olds reported the title of one book of biography or autobiography, 13% reported two titles, 7% reported three titles, 3% reported four titles and 4% reported five or more titles.

Results for Young Adults

Among adults, 48% gave titles of books they had read. Exhibit 25 reveals that the proportion of adults in the Southeast that reported titles in this category was 9 points below the national percentage. Otherwise, the regions appeared close to the national percentage. The percentage of males was 3 points below the national figure, while the percentage of females was 3 points above. Thirteen percent fewer Blacks indicated they read biographies. Finally, two parental-education groups varied enough from the national figure to be significant: the no-high-school group, with 36%, and the post-high-school group, with 58%.

In all, 20% of the adults gave one title, 14% gave two, 6% gave three, 4% gave four and 4% gave five or more.

D. Plays

The fourth part of Exercise R410 was designed to gather information about the plays read by 13-year-olds, 17-year-olds and adults. The age level with the largest proportion responding was 17-year-olds, 33% of whom named titles. The next largest was 13-year-olds, with 22%, and then adults, with 17%. Even though the proportion of adults naming titles was smaller than the proportion of 13-year-olds, the proportion of adults naming more than one title (9%) was larger than the proportion of 13-year-olds naming more than one title (6%).

EXHIBIT 26. Percentages Giving Verified Play Titles, Age 13

%DIFF FROM NATION	PERCENT RESPONSE	VARIABLE	GROUP
---	21.9	NATIONAL	
		REGION	
4.1	26.0		Southeast
3.6	25.5		West
-0.6	21.4		Central
-6.8*	15.2		Northeast
		SEX	
-6.7*	15.3		Male
6.7*	28.6		Female
		COLOR	
6.1*	28.0		Black
-1.1*	20.9		White
		PARENTAL EDUCATION	
5.4	27.3		No High School
5.4	27.3		Some High School
-2.6*	19.3		Graduated High Sch.
2.5	24.5		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
3.6	25.6		Extreme Inner City
5.3	27.2		Extreme Rural
1.0	22.9		Small City
-1.1	20.8		Medium City
-0.8	21.1		Rest Of Big City
-4.8*	17.1		Suburban Fringe
0.8	22.7		Extreme Aff Suburb

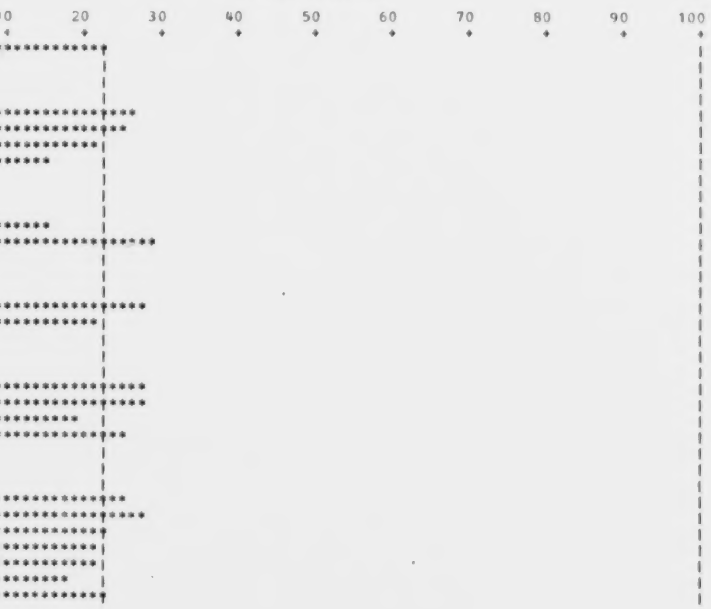
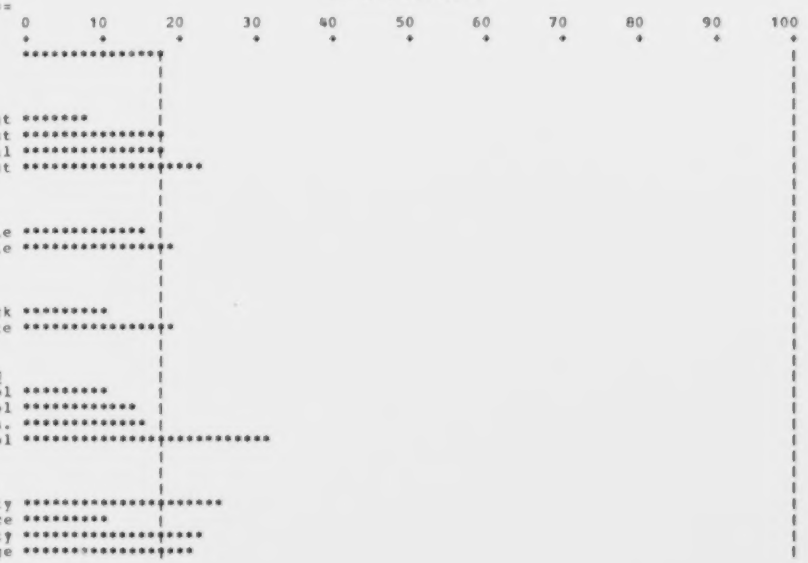


EXHIBIT 27. Percentages Giving Verified Play Titles, Age 17

%DIFF FROM NATION	PERCENT RESPONSE	VARIABLE	GROUP
---	33.2	NATIONAL	
		REGION	
-0.4	32.8		Southeast
-3.5	29.7		West
-2.5	30.7		Central
6.4	39.6		Northeast
		SEX	
-7.3*	25.9		Male
7.6*	40.8		Female
		COLOR	
8.2*	41.4		Black
-1.1*	32.1		White
		PARENTAL EDUCATION	
-7.4*	25.8		No High School
-2.1	31.0		Some High School
-4.2*	29.0		Graduated High Sch.
5.9*	39.1		Post High School
		SIZE OF COMMUNITY	
9.1*	42.3		Big City
-3.9*	29.3		Small Place
-1.4	31.8		Medium City
-1.0	32.2		Urban Fringe

EXHIBIT 28. Percentages Giving Verified Play Titles, Adults

%DIFF FROM NATION	PERCENT RESPONSE	VARIABLE	GROUP
---	17.1	NATIONAL	
		REGION	
-9.5*	7.6		Southeast
0.4	17.5		West
-0.1	17.0		Central
5.8	22.9		Northeast
		SEX	
-1.7	15.4		Male
1.7	18.8		Female
		COLOR	
-7.4*	9.7		Black
1.0	18.1		White
		PARENTAL EDUCATION	
-7.0*	10.1		No High School
-2.8	14.3		Some High School
-2.5	14.6		Graduated High Sch.
13.7*	30.8		Post High School
		SIZE OF COMMUNITY	
8.2*	25.3		Big City
-6.8*	10.3		Small Place
4.9	22.0		Medium City
3.8	21.0		Urban Fringe



Results for 13-Year-Olds

At least one significant variation from the national percentage (22%) appeared in each grouping of 13-year-olds who reported play titles (Exhibit 26). In the regional groups, the Northeast was 7 percentage points below the national percentage; in parental education, the graduated-from-high-school group was 3 percentage points below; and in the STOC groups, the suburban-fringe group was 5 percentage points below. Males and Whites were also below the national figure, while females were above. A significantly larger proportion of Blacks (28%) reported play titles than the proportion of 13-year-olds nationally.

Sixteen percent of the 13-year-olds reported the title to one play, 4% reported two titles and 2% reported three or more titles.

Results for 17-Year-Olds

Some 38% of the 17-year-olds answered that they had read plays and 33% gave the title to at least one play (Exhibit 27). As at the 13-year-old level, Blacks and females were significantly above the national percentage and Whites and males again were below. In parental education, the no-high-school group was 7 percentage points below the national figure, the graduated-from-high-school group was 4 percentage points below and the post-high-school group was 6 percentage points above. In the size-of-community groups, the big city was 9 percentage points above the national figure and the small-places group was 4 percentage points below.

Eighteen percent of the 17-year-olds gave the title to one play they had read, 9% gave the titles to two plays, 3% gave three titles and 3% gave four or more titles.

Results for Young Adults

When adults were asked if they read plays, 21% responded that they had, and 17% gave titles of plays (Exhibit 28). In the Southeast, the proportion of adults giving titles was smaller than the national proportion by 10 percentage points, but the other regions appeared close to the national figure. The proportion of Blacks was significantly smaller than the national proportion giving titles, unlike the 13-year-old and 17-year-old levels where Blacks were significantly above the national figures. The no-high-school group was 7 percentage points below the national figure, and the post-high-school group was 14 points above. In the size-of-community groups, the only significant

variation was in the small-places group, with a figure 7 points below the national figure.

Nationally, 8% of the adults gave the title to one play, 4% gave two titles, 2% gave three titles and 3% gave four or more titles.

Play Categories

Following analysis of the numbers of titles of plays, scorers organized the titles reported by 17-year-olds who were still in school into eight categories to determine the kinds of plays older students claim to read on their own.

The first category was "Shakespeare." Fifteen percent of the in-school 17-year-olds claimed to read Shakespeare plays on their own. By far the most frequently cited of the plays was Romeo and Juliet, perhaps because a movie version of the play was very popular at the time of the assessment. The second most popular play was Julius Caesar, which is required reading in most high school English courses. Macbeth and Hamlet, also often required in high school, were both cited by many 17-year-olds.

The second category, "drama of significant merit" was comprised of plays often taught in high school and college because of their sophisticated artistry or theatrical importance. Eight percent of the 17-year-olds noted titles of plays in this category. Frequently mentioned were: The Matchmaker, Our Town, Pygmalion, The Glass Menagerie, The Crucible and Death of a Salesman. Such works as The Cherry Orchard, A Doll's House, The Skin of Our Teeth, Murder in the Cathedral, The Homecoming and Zoo Story were mentioned by a few people. Some students wrote only the names of such playwrights as Moliere, Shaw, O'Neill, Maugham, Ionesco, and Albee.

The third drama category was "popular drama." The main interest of these plays is topical and their primary function is light entertainment. About 8% of the plays listed fell into this category. However, the percentage for Blacks was twice the national percentage at 16%. Titles which occurred frequently were: A Raisin in the Sun, The Miracle Worker, Forty Carats, Up the Down Staircase, and The Great White Hope. Other plays mentioned less frequently were I Remember Mama, Inherit the Wind, The Odd Couple, You Can't Take It With You, and The Andersonville Trial.

The fourth category was "musical comedy." Five percent of the students mentioned such plays as The King and I, My Fair Lady, West Side Story, The Sound of Music, Hair, Hello Dolly, Camelot, and the like.

The fifth category was comprised of radio, television and screen scripts. Only 2% of the titles fell into this category, and Twelve Angry Men was mentioned most often.

Category six was "dramatic adaptations of literary works." Only two percent of the titles were so classified. Included were 1984, The Lottery, The Diary of Anne Frank, Look Homeward, Angel, and The Mouse That Roared.

Some titles, like Antigone, exist in several versions; such titles (there were very few) were placed in a separate category.

The final category was comprised of those titles that could not be placed in any of the other categories. A title was accounted "unclassifiable" when it could not be found in the reference works employed for this study; when it was found but the literary form of the work was not specified; or when it designated something other than a play. Misspellings (The Clot for The Clod, Antiqua for Antigone?) and inaccurate listing of titles ("about Mary, wife of Henry VIII," "The Chocolate Cream Soldier," "Great Caesar's Ghost") no doubt also caused many plays to be listed as "unclassifiable" which actually do exist (Anderson's Mary, Queen of Scots, Shaw's Arms and the Man, Shakespeare's Julius Caesar). In general, it was felt that most of the "unclassifiable" titles have existed as dramatic productions at one time or another, although no record of the script's publication could be found (for example, "True Grit," "They Shoot Horses, Don't They?" and "To Be Young, Gifted and Black"). Some 5% of the 17-year-olds listed titles in this category.

E. Epic and Narrative Poetry

Part five of Exercise R410 was designed to discover the proportions of 13-year-olds, 17-year-olds and adults who read epic or narrative poetry on their own. Titles such as "The Rime of the Ancient Mariner," "The Song of Hiawatha" and "The Cremation of Sam McGee" were considered acceptable, as well as the Odyssey and the Iliad. The proportions of 13-year-olds and 17-year-olds naming titles were about the same (21% and 23%, respectively) while the proportion of adults was smallest (15%).

EXHIBIT 29. Percentages Giving One Narrative Poem Title, Age 13

%DIFF FROM NATION	PERCENT RESPONSE	VARIABLE	GROUP
---	20.8	NATIONAL	
		REGION	
3.1	23.8		Southeast
5.7*	26.5		West
-3.5	17.3		Central
-4.4*	16.4		Northeast
		SEX	
-1.6	19.2		Male
1.6	22.3		Female
		COLOR	
0.2	20.9		Black
0.1	20.8		White
		PARENTAL EDUCATION	
0.8	21.5		No High School
1.1	21.8		Some High School
-2.1	18.6		Graduated High Sch.
3.9*	24.7		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
-8.4*	12.3		Extreme Inner City
4.1	24.9		Extreme Rural
-0.6	20.1		Small City
1.0	21.8		Medium City
-1.7	19.1		Rest Of Big City
-5.2*	15.6		Suburban Fringe
9.7*	30.4		Extreme Aff Suburb

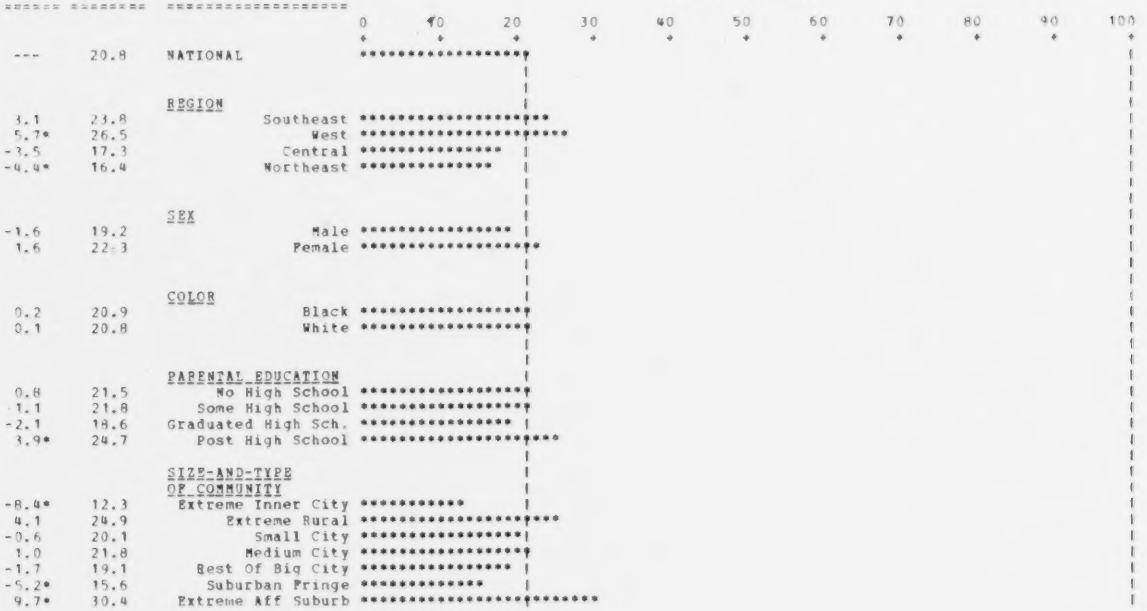


EXHIBIT 30. Percentages Giving Narrative Poem Titles, Age 17

%DIFF FROM NATION	PERCENT RESPONSE	VARIABLE	GROUP
---	22.9	NATIONAL	
		REGION	
2.7	25.6		Southeast
1.3	24.2		West
-0.9	22.1		Central
-2.3	20.6		Northeast
		SEX	
-2.4*	20.5		Male
2.5*	25.4		Female
		COLOR	
0.5	23.4		Black
0.1	23.1		White
		PARENTAL EDUCATION	
-5.8*	17.1		No High School
-2.1	20.9		Some High School
-3.5*	19.5		Graduated High Sch.
5.5*	28.4		Post High School
		SIZE OF COMMUNITY	
1.7	24.6		Big City
0.6	23.5		Small Place
1.6	24.5		Medium City
-3.4	19.5		Urban Fringe

EXHIBIT 31. Percentages Giving Narrative Poem Titles, Adults

Results for 13-Year-Olds

Thirty-six percent of the 13-year-olds reported that they had read poetry in this category, and 21% gave titles of poems they had read (Exhibit 29). Males and females, Blacks and Whites, all reported titles of epic or narrative poems in about the same proportions. Variations appeared, however, in the other groupings. Some 16% of the 13-year-olds in the Northeast reported titles in this category, compared to 27% of the children in the West. In the parental-education grouping, the post-high-school group was 4 percentage points above the national figure. The extreme-inner-city group was 8 percentage points below the national figure, the suburban-fringe group was 5 percentage points below and the extreme-affluent-suburb group was 10 percentage points above the national figure.

In all, 15% of the 13-year-olds gave the title to one epic or narrative poem, 4% gave titles to two and 2% gave three or more titles.

Results for 17-Year-Olds

One out of three 17-year-olds answered positively when asked if they read narrative or epic poetry, and 23% gave the title to at least one poem in this category (Exhibit 30). This percentage was about the same regardless of the region, color or size of community. In the grouping by sex, however, 21% of the males and 25% of the females gave at least one title of a poem in this category and in the grouping by parental education, 17% of the no-high-school, 20% of the graduated-high-school and 28% of the post-high-school groups gave titles.

Some 17% of the 17-year-olds gave one title, 6% gave two titles and 2% gave three or more.

Results for Young Adults

About 26% of the adults responded that they had read epic or narrative poetry, and 15% gave one or more titles (Exhibit 31). The percentage of adults giving titles in the Southeast was 8 percentage points below the national figure, and the small-places group's percentage was 3 points below. The amount of education of the parents of the adults apparently had an effect on the reading habits in this category. Nine percent of the adults whose parents had no high school training, 11% of the some-high-school group and 27% of the post-high-school group reported one or more titles in this category.

Nine percent of the adults gave the title to one narrative or epic poem they had read on their own, 3% gave the titles to two, 2% gave the titles to three and 1% gave four or more titles.

F. Poetry

Part six of Exercise R410 was designed to determine the percentages of respondents that read poetry on their own. As with epic or narrative poetry, the proportions of 13-year-olds and 17-year-olds reporting titles was about the same (24% and 25%, respectively) while the proportion of adults was smaller (18%). Some 11% of the 17-year-olds, however, reported more than one title, compared to 8% for 13-year-olds.

EXHIBIT 32. Percentages Giving Poem Titles, Age 13

%DIFF FROM NATION	PERCENT RESPONSE	VARIABLE	GROUP
---	23.6	NATIONAL	
		REGION	
3.2	26.8		Southeast
2.4	26.0		West
1.5	25.2		Central
-7.2*	16.4		Northeast
		SEX	
-4.6*	19.0		Male
4.6*	28.3		Female
		COLOR	
-2.6	21.0		Black
0.7	24.3		White
		PARENTAL EDUCATION	
3.6	27.2		No High School
3.6	27.2		Some High School
-3.7*	19.9		Graduated High Sch.
4.2*	27.8		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
-5.3*	18.3		Extreme Inner City
3.2	26.9		Extreme Rural
2.6	26.2		Small City
-2.3	21.4		Medium City
-9.0*	14.6		Rest Of Big City
-0.9	22.8		Suburban Fringe
3.1	26.8		Extreme Aff Suburb

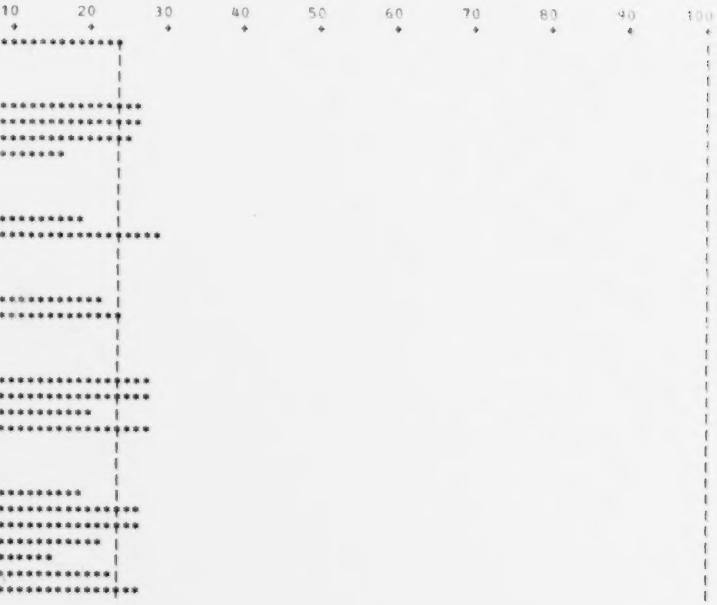


EXHIBIT 33. Percentages Giving Poem Titles, Age 17

%DIFF FROM NATION	PERCENT RESPONSE	VARIABLE	GROUP
---	25.4	NATIONAL	
		REGION	
1.3	26.7		Southeast
-1.7	23.7		West
-1.5	23.9		Central
2.3	27.7		Northeast
		SEX	
-7.7*	17.7		Male
7.9*	33.3		Female
		COLOR	
-4.8*	20.6		Black
0.7*	26.1		White
		PARENTAL EDUCATION	
-7.4*	18.0		No High School
-5.3*	20.1		Some High School
-4.2*	21.2		Graduated High Sch.
8.6*	34.0		Post High School
		SIZE OF COMMUNITY	
4.0	29.4		Big City
-2.0	23.4		Small Place
0.9	26.3		Medium City
-1.2	24.2		Urban Fringe

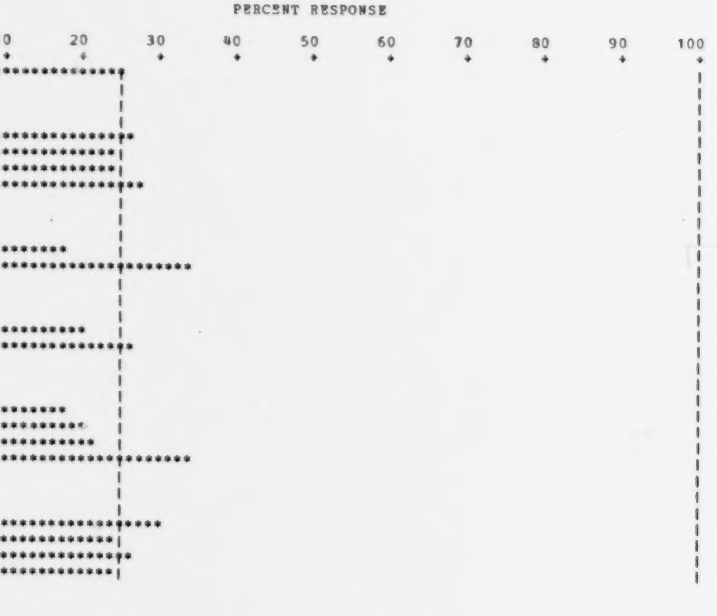


EXHIBIT 34. Percentages Giving Poem Titles, Adults

%DIFF FROM NATION	PERCENT RESPONSE	VARIABLE	GROUP	PERCENT RESPONSE 0 10 20 30 40 50 60 70 80 90 100
---	17.6	NATIONAL		**********
		REGION		
-6.3*	11.3		Southeast	*******
0.4	18.0		West	**********
-4.8*	12.8		Central	*******
8.6*	26.2		Northeast	**********
		SEX		
-4.3*	13.3		Male	********
4.1*	21.7		Female	**********
		COLOR		
-9.4*	8.2		Black	*****
1.3*	18.9		White	**********
		PARENTAL EDUCATION		
-9.4*	8.2		No High School	*****
-4.5	13.1		Some High School	*******
1.8	19.4		Graduated High Sch.	**********
14.2*	31.8		Post High School	**********
		SIZE OF COMMUNITY		
5.5	23.1		Big City	**********
-2.3	15.2		Small Place	********
3.7	21.3		Medium City	**********
-2.7	14.9		Urban Fringe	********

Results for 13-Year-Olds

More than 46% of the 13-year-olds reported that they read poetry, but only about half of these gave titles of poems they had read. As Exhibit 32 reveals, they reported titles in roughly the same proportions across the nation, except in the Northeast, where the percentage was 7 points below the national figure of 23%. A larger proportion of girls (28%) reported titles of poems than the proportion of 13-year-olds generally, and the proportion of boys reporting titles (19%), was smaller than the national proportion. The percentage for Blacks was not significantly different from the national percentage; nor were the percentages registered by the two lower parental-education groups. However, the post-high-school group's percentage was above the nation's, as usual, and the inner-city and rest-of-big-city groups' percentages were somewhat lower than the national figure.

Sixteen percent of the 13-year-olds reported the title of only one poem, 5% reported the titles of two poems and 3% reported titles of three or more poems they had read on their own.

Results for 17-Year-Olds

Forty-two percent of the 17-year-olds claimed they read poetry on their own, and 25% provided verifiable titles (Exhibit 33). The proportion was about the same across the nation regardless of the region or the size of community of the respondents. When the results were examined according to sex, color or parental education, however, marked differences appeared. Fewer than one male in five (18%) named titles of poems while one female in three did so. The percentage for Blacks was 5 points below the national figure, and percentages for the three lower parental-education groups ranged from 4 to 7 points below. About one third of the people in the post-high-school group reported titles of poems.

Some 14% of the 17-year-olds reported the title to one poem they had read, 7% reported two titles, 3% reported three and 1% reported four or more.

Results for Young Adults

About 30% of the adults claimed to read poetry and 18% gave titles. As Exhibit 34 indicates, higher percentages than this, ranging from 19% to 32%, appeared in four groups: the Northeast, females, Whites and the post-high-school group. Lower than national percentages ranged from 13% to 8%.

In all, 11% of the adults gave one title, 3% gave two and 3% gave three or more. Some 17% of the post-high-school group gave the titles to more than one poem that they had read.

G. Essays

The seventh question in Exercise R410 asked respondents if they had read books of essays--that is, books that give the author's views or opinions rather than simply tell a story or provide information. Once again, people were asked if they could remember the title of any of the books. Titles such as Do It, Steal This Book and The Essays of JFK were among the titles scorers found acceptable. For the first time in Exercise R410, the proportion of adults naming titles was larger than the proportions for the other two age groups. In addition, almost half of the adults named more than one title.

EXHIBIT 35. Percentages Giving Verified Titles, Age 17

EXHIBIT 36. Percentages Giving Verified Titles, Adults

Results for 13-Year-Olds

Some 23% of the 13-year-olds reported that they read books of essays, but only 4% remembered the titles, a negligible figure.

Results for 17-Year-Olds

Nationally, 31% of the 17-year-olds replied that they read books of essays, and 15% remembered titles (Exhibit 35). The proportion of Blacks reporting titles was smaller than the national proportion by 4 percentage points; in the size-of-community groups, the small-place group was 3 percentage points below and the big-city-fringe group was 5 points above. Otherwise, the only variations of any importance appeared in the parental-education grouping, in which the three lower groups had percentages below the national figure and the post-high-school group's percentage was 7 points above.

Among all 17-year-olds, 10% gave the title to one book of essays, 3% gave the titles to two books and 1% gave the titles to three or more.

Results for Young Adults

Some 41% of the adults reported that they read books of essays, and 24% gave titles of at least one book that they had read (Exhibit 36). This proportion was roughly the same for both males and females, but different proportions appeared in other groups. Regionally, 17% of the adults in the Southeast gave titles, while in the other regions the proportions were closer to the national. In the grouping by color, 12% fewer Blacks reported titles than did so nationally. In the parental-education grouping, 14% of the adults whose parents had no high school training and 41% of the adults who had at least one parent with more than high school training gave titles of books of essays.

About 13% of adults gave the title to one book of essays, 5% gave two titles, 3% gave three and 3% gave four or more. Some 21% of the post-high-school group gave more than one title.

H. Literary History or Criticism

Part H of Exercise R410 sought information about books of literary history or criticism--that is, books about poetry, plays, stories and about the people who write them. Books of political or social history were not counted in this category.

Results for 13-Year-Olds

About 23% of the 13-year-olds replied that they had read books of literary history or criticism, but only 1% nationally remembered titles.

Results for 17-Year-Olds

Twenty percent of the 17-year-olds reported that they read books of literary history or criticism, and 5% remembered titles.

Results for Young Adults

Nineteen percent of the adults reported that they read books of literary history or criticism, and 5% gave titles of books they had read.

About 3% of the adults reported the title to one book of literary history or criticism, 1% reported two titles and 1% reported more than two.

Exercise R411A-E

Ages 13, 17 and Adult
Objectives III, I

(Read introduction and questions to student and record his answers.)

We would like to find out about the sorts of books you read and how you feel about reading them.

A. Have you read any novels in the last 12 months?

- ⬭ Yes
- ⬭ No
- ⬭ No response

(1) How many? _____

(2) What are some that you read? _____

(3) Describe one of them to me. _____

B. Have you read any plays in the last 12 months?

- ⬭ Yes
- ⬭ No
- ⬭ No response

(1) How many? _____

(2) What are some that you read? _____

(3) Describe one of them to me. _____

C. In the last 12 months have you read any biographies, that is, a book about a real person's life?

⬭ Yes

⬭ No

⬭ No response

(1) How many? _____

(2) What are some that you read? _____

(3) Describe one of them to me. _____

D. Have you read any books of short stories in the last 12 months?

⬭ Yes

⬭ No

⬭ No response

(1) How many? _____

(2) What are some that you read? _____

(3) Describe one of them to me. _____

E. Have you read any books of poems in the last 12 months?

⬭ Yes

⬭ No

⬭ No response

(1) How many? _____

(2) What are some that you read? _____

(3) Describe one of them to me. _____

Parts A-E of this exercise are similar to parts A-F of Exercise R410. However, the materials had to be read within the previous twelve months, and these questions were somewhat more detailed, requiring not only titles but a description of a book. In addition, parts D and E involve books of poetry and books of short stories instead of simply poems and short stories. The results appear below and, in greater detail, in the appendix. In general, the results for novels, plays and biographies are similar to those obtained on Exercise R410.

Exercise R411A--E

Type of Literature	Age 13	17	Adult
A. Novels			
Yes	60.8%	75.7%	54.3%
Verified titles	54.2	70.4	50.2
Adeq. description	46.8	62.5	39.9
B. Plays			
Yes	41.0	47.1	9.7
Verified titles	31.8	43.0	8.8
Adeq. description	26.1	37.4	7.0
C. Biographies			
Yes	60.4	45.9	38.1
Verified titles	56.3	43.1	35.7
Adeq. description	46.1	34.0	26.5
D. Books of Short Stories			
Yes	59.4	50.3	40.4
Verified titles	16.6	19.7	12.1
Adeq. description	39.1	28.8	16.2
E. Books of Poems			
Yes	34.1	34.5	16.7
Verified titles	11.9	17.2	9.8
Adeq. description	19.2	19.7	9.7

CHAPTER 4

INVOLVEMENT WITH LITERATURE

Chapter 4 contains results for several parts of Exercise R411 that survey aspects of reader involvement with books and authors. The questions are designed to discover the proportions of 13-year-olds, 17-year-olds and adults who actively pursue some aspect of literature; for instance, those who read a book and then see the movie, or seek out a second book by the author of a book they have read and liked.

The first question discussed asks respondents to list titles of books read more than once. The proportions reporting titles of such works were: 13-year-olds, 51%; 17-year-olds, 53%; and adults, 38%. By far the largest proportion in each age group reported that the reason they reread was for enjoyment.

The second question (R411G) seeks to determine how many people have read a second book by the author of a book they enjoyed. The results indicated that this kind of involvement increases with age. The proportions naming authors they had sought out were: 13-year-olds, 37%; 17-year-olds, 46%; and adults, 51%.

Another question in Chapter 4 deals with the relationship between books and movies, plays and television. More than two out of three respondents at each age level reported titles of books that they had read and then sought to see performed in a visual format.

The final survey item asked teenagers and adults if they thought movies should be studied in English class. At least three out of four people at each age level answered yes. But few were able to provide well-considered reasons for the practice.

Exercise R411F, G, H and I

Ages 13, 17 and Adult
Objective III

F. Have you ever read any novels, plays, biographies, books of short stories, or books of poems a second time?

⬭ Yes

⬭ No

⬭ No response

(1) About how many? _____

(2) What are some of them? _____

(3) Any others? _____

(4) In general, why did you reread these books? _____

G. How often have you read a book because it was written by the author of a book you liked? _____

Give the names of some of these authors. _____

_____

H. How many times have you seen the play, movie, or television version of a book you have read? _____

Name some that you have seen for this reason. _____

_____

I. How many times have you read the printed version of a play, movie, or television show you have seen? _____

Name some of the books you have read for this reason.

_____

F. Have you reread any works?

EXHIBIT 37. Percentages Rereading at Least One Book, Age 13

%DIFF FROM NATION	PERCENT RESPONSE	VARIABLE	GROUP
---	50.9	NATIONAL	
		REGION	
-6.3*	44.7		Southeast
4.4*	55.3		West
-1.9	49.0		Central
4.2*	55.1		Northeast
		SEX	
0.6	51.6		Male
-0.5	50.4		Female
		COLOR	
-13.5*	37.4		Black
2.6*	53.5		White
		PARENTAL EDUCATION	
-6.0	44.9		No High School
-6.8	44.1		Some High School
-2.2	48.7		Graduated High Sch.
8.3*	59.3		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
-1.8	49.1		Extreme Inner City
-7.9*	43.1		Extreme Rural
-0.8	50.2		Small City
0.0	51.0		Medium City
-5.5	45.4		Rest Of Big City
3.6	54.5		Suburban Fringe
6.0*	57.0		Extreme Aff Suburb

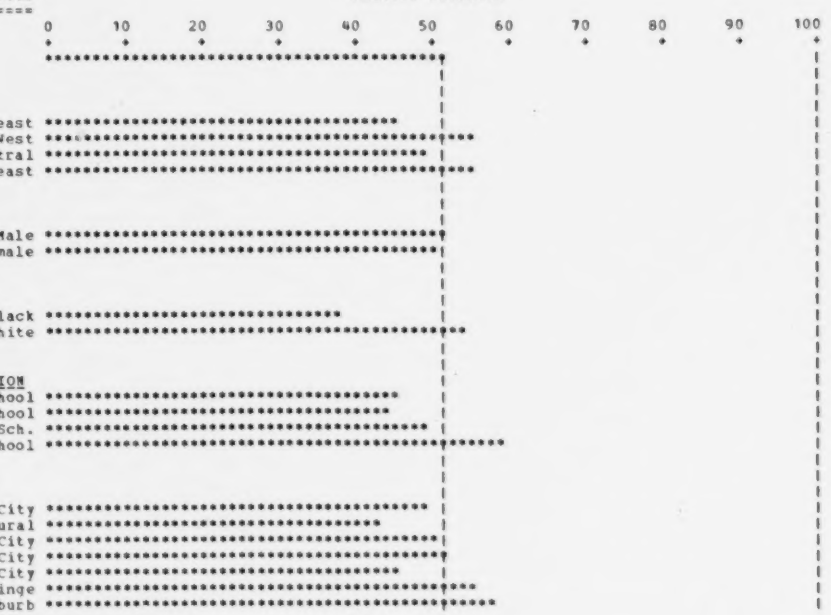


EXHIBIT 38. Percentages Rereading at Least One Book, Age 17

%DIFF FROM NATION	PERCENT RESPONSE	VARIABLE	GROUP
---	52.7	NATIONAL	
		REGION	
-3.4	49.3		Southeast
-0.2	52.5		West
0.3	53.0		Central
2.4	55.1		Northeast
		SEX	
-5.6*	47.0		Male
5.8*	58.4		Female
		COLOR	
-15.7*	36.9		Black
1.9*	54.6		White
		PARENTAL EDUCATION	
-13.8*	38.8		No High School
-7.5*	45.1		Some High School
-0.1	52.5		Graduated High Sch.
7.7*	60.4		Post High School
		SIZE OF COMMUNITY	
-1.0	51.7		Big City
-3.0	49.6		Small Place
5.7*	58.3		Medium City
0.8	53.4		Urban Fringe

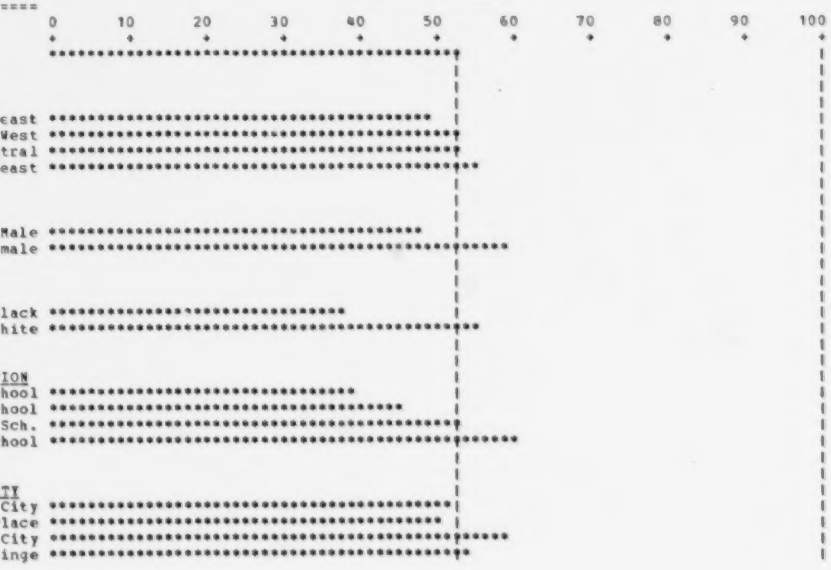


EXHIBIT 39. Percentages Rereading at Least One Book, Adults

Results for 13-Year-Olds

Fifty-six percent of the 13-year-olds said that they had read at least one of the types of books a second time, and 51% gave at least one title (Exhibit 37). Variations from the national proportion giving one title appeared in each of the groupings except in the grouping by sex. The Southeastern percentage was 6 points below the national figure, and the West and Northeast were both 4 percentage points above. In the grouping by color, Blacks were 14 percentage points below 13-year-olds generally, and Whites were 3 percentage points above. In the grouping by parental education, only the post-high-school group's figure, with 59%, was reliably different from the national figure. Two out of five students in the rural group reported rereading a book, but in the affluent-suburb group the proportion was closer to three out of five.

In all, 23% of the 13-year-olds reported one book that they had read more than once, 17% listed two books and 12% listed three or more.

When asked why they reread books, 38% of the students replied "for enjoyment." Seven percent replied that interest in the subject matter of the book impelled them to read it a second time; 6% said they reread because the book was difficult

to understand; and 4% reread books because they were required to do so for a school course.

Results for 17-Year-Olds

Some 57% of the 17-year-olds replied that they had read at least one book more than once, and 53% gave the title to at least one (Exhibit 38). This proportion remained about the same throughout the regions, but variations appeared in the other groupings. In the size-of-community results, the medium-city group's percentage was 6 points above the national figure. Females were also 6 points above the national figure, and 11 percentage points above the males. In the grouping by color, the Black percentage was 16 points below the national level and the Whites' was 2 points above. In the grouping by parental education, the proportions increased as the level of education of the parents increased. About 39% of the 17-year-olds whose parents had no high school training reported titles of books they had read more than once, while the percentages of the other groups were: 45% for some high school, 53% for graduated from high school and 60% for post high school.

About one in four 17-year-olds reported one title of a book read twice, 16% listed titles to two books and 12% listed three or more titles.

Almost 36% of the 17-year-olds reported that they read books for the second time because they enjoyed the books. Some 12% of the 17-year-olds replied that they reread books because of the difficulty of the content; 6% said that they reread books because the books were required reading in school; and 5% reported that they reread books because they were interested in the content.

Results for Young Adults

About 41% of the adults reported that they had read at least one book more than once, and 38% gave the title of one or more (Exhibit 39). In the grouping by region, the Southeast was 11 percentage points below the national figure and the West was 9 percentage points above. In the grouping by color, Blacks were 13 percentage points below the national figure and Whites were 2 percentage points above. In the size-of-community results, only the proportion of adults in the small-place group, with 33%, varied reliably from the national figure. In the grouping by parental education, the no-high-school group was 12 percentage points below the national figure, and the post-high-school group was 20 points above.

In all, 15% of the adults named the title to one book that they had read more than once, 9% named two books and 15% named three or more.

Nationally, one out of four adults reported that they reread books for enjoyment. Some 9% replied that they reread books because of the difficulty of the contents and 7% reported that they read books more than once because they were interested in the contents.

G. How often have you read a book because it was written by the author of a book you liked?

This exercise asks for the names of some of the authors that respondents liked enough to read another book simply because it was written by the same author. The proportions responding increased with each age level.

EXHIBIT 40. Percentages Reading Another Book by Same Author, Age 13

%DIFF FROM NATION	PERCENT RESPONSE	VARIABLE	GROUP
---	37.0	NATIONAL	
		REGION	
-3.5	33.5		Southeast
4.5*	41.5		West
-0.2	36.8		Central
-0.7	36.3		Northeast
		SEX	
-6.3*	30.7		Male
5.6*	42.6		Female
		COLOR	
-14.1*	22.9		Black
2.8*	39.8		White
		PARENTAL EDUCATION	
-8.4*	28.6		No High School
-9.3*	27.6		Some High School
-0.5	36.5		Graduated High Sch.
8.6*	45.6		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
-11.0*	26.0		Extreme Inner City
-2.7	34.2		Extreme Rural
-2.4	34.6		Small City
1.9	38.9		Medium City
1.6	38.6		Rest Of Big City
2.6	39.6		Suburban Fringe
5.9*	42.9		Extreme Aff Suburb

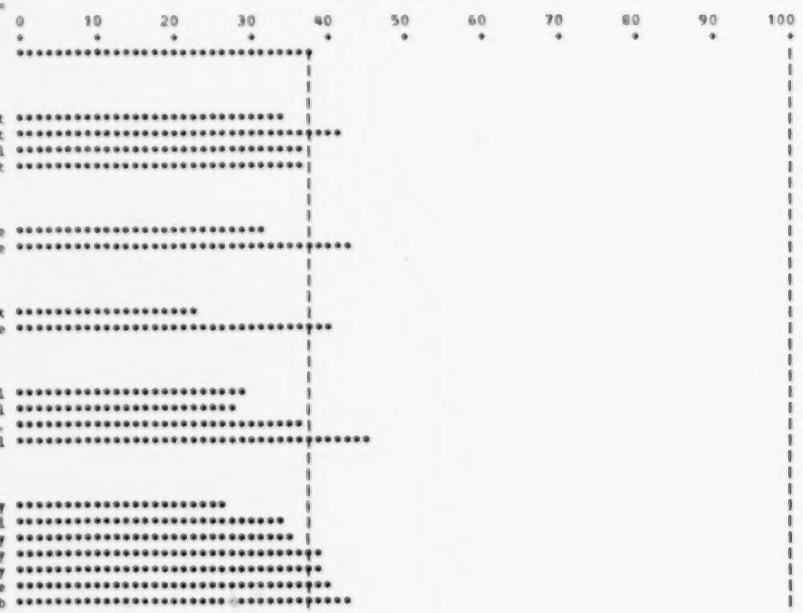
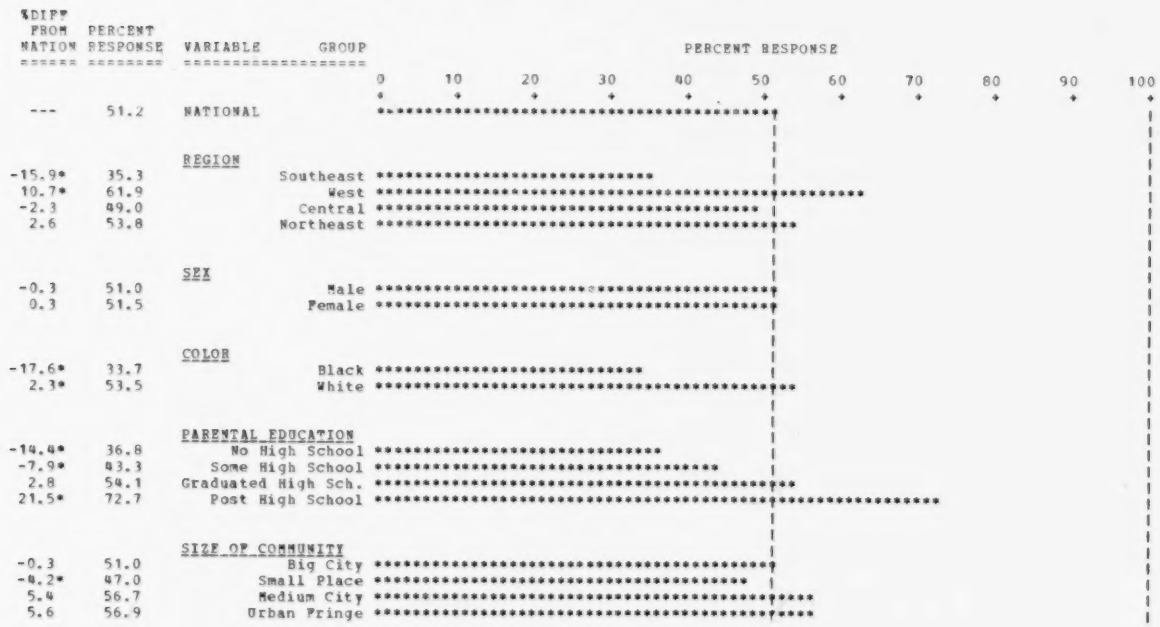


EXHIBIT 41. Percentages Reading Another Book by Same Author, Age 17

EXHIBIT 42. Percentages Reading Another Book by Same Author, Adults



Results for 13-Year-Olds

About 46% of the 13-year-olds replied that they had read a second book because it was written by the author of a book they had liked, and 37% named at least one such book (Exhibit 40). Variations from the national proportion that named at least one book appeared in every grouping. Some 42% of the 13-year-olds in the West named authors, while the other regions' percentages appeared closer to the nation's. In the grouping by color the percentage was 23% for the Blacks and 40% for the Whites. Two STOC groups differed reliably from the national figure. They were extreme inner city, with 26%, and extreme affluent suburb, with 43%. The no-high-school group was 8 percentage points below the national figure, the some-high-school group was 9 percentage points below and the post-high-school group was 9 percentage points above.

Some 26% of the 13-year-olds named one book, and 7% named two or more.

Results for 17-Year-Olds

Some 51% of the 17-year-olds reported that they had read a book by an author of another book that they had liked, and 46% named at least one such author (Exhibit 41). In each grouping, except size of community, there were proportions that differed significantly from the national proportion. Males were 2 percentage points below the national figure, and females were 2 percentage points above; Blacks were 12 percentage points below and Whites were 2 percentage points above. In the grouping by regions, the West, with more than 50% reporting titles, was almost 5 percentage points above the national figure. In the parental-education grouping, 28% of the no-high-school group and 54% of the post-high-school group reported the names of authors.

In all, 27% of the 17-year-olds named one author, 12% named two and 7% named three or more.

Results for Young Adults

Almost 56% of the adults reported that they had read a second book because it was written by the author of a book they had liked, and 51% named such books (Exhibit 42). Adult males and adult females reported titles in about the same proportions, but variations appeared in each of the other groupings. In the West, 62% of the adults reported titles, and in the Southeast, 36% of the adults did. In the size-of-community grouping, only the small-place group, with 47%, differed significantly from the national figure. In the grouping by color, Blacks were 18

percentage points below the national figure and Whites were 2 percentage points above. The proportion of adults reporting authors increased with the level of parental education. Almost 37% of the adults in the no-high-school group reported authors, 47% of the some-high-school group and 73% of the post-high-school group. The difference between the no-high-school group and the post-high-school group was 36 percentage points.

Among adults, 19% listed one author, 13% listed two and 18% listed three or more.

H. How many times have you seen the play, movie or television version of a book you have read?

Results for 13-Year-Olds

Sixty-five percent of the 13-year-olds gave the title of at least one book they had seen a visual presentation of. Fifteen percent named two works and 6% named three. Frequently cited were Tom Sawyer, Heidi, The Three Musketeers and The Pit and the Pendulum. A number of students also mentioned "Charlie Brown."

Results for 17-Year-Olds

Seventy-four percent of the 17-year-olds named at least one work which they had both read and seen on television, the stage or in movies. Twenty-two percent named two works, 10% named three and 5% named four. Frequently mentioned were The Lord of the Flies, Love Story, Romeo and Juliet, Hamlet, Peyton Place and Huckleberry Finn.

Results for Young Adults

Sixty-six percent of the adults named at least one work which they had both read and seen presented through some visual medium. Twenty percent reported two works, 11% reported three and 7% reported four. In addition to the titles given by 17-year-olds, adults also mentioned To Kill a Mockingbird, David Copperfield, Gone With the Wind, Tom Sawyer and other such popular works often seen on television.

I. How many times have you read the printed version of a play, movie or television show you have seen?

Results for 13-Year-Olds

Thirty-eight percent of the 13-year-olds said they had read the book or script upon which a play, movie or television show was based at least once. Six percent listed two such instances and 2% listed three. Works such as Love Bug, The Sound of Music and Love Story were mentioned frequently.

Results for 17-Year-Olds

The percentage of 17-year-olds reporting they had read at least one work after seeing it performed was about the same as the percentage of 13-year-olds: 39%. Eight percent said they had done this twice and 3% said they had done this three or more times. In addition to the titles mentioned by the younger students, these respondents mentioned Patton, Fantastic Voyage and Rosemary's Baby frequently.

Results for Young Adults

Thirty-one percent of the adults gave the title of at least one book they had read after seeing it performed. Seven percent listed two books, 3% listed three and 2% listed four. Most of the titles listed were mentioned only once, but Love Story and Gone With the Wind appeared quite often.

Exercise R412

Ages 17, Adult
Objective III

(Ask the student the following questions and record his responses on tape. Give him sufficient time to be as explicit as he can. You may ask him to explain himself or to go on.)

A. Do you think movies should be studied as part of English classes?

(Record taped response below and follow appropriate instructions.)

Age 17	Adult		
83.5%	75.1%	⬭	Yes
11.9	20.3	⬭	No
4.6	4.7	⬭	No response

B. What are the reasons for your answer?

Though this question does not deal with attitudes toward literature per se, it does touch on an issue of interest to many English and communications teachers. A substantial percentage of people at each age level answered "yes." However, one of every five adults said "no," compared to one of every eight teenagers.

Scorers treated the responses to part B in two ways. First, they rated each response on a four-point quality scale ranging from "superficial" (1) to "thoughtful" (4). Then they categorized the responses in order to find out what types of reasons people give for their opinion that movies should or should not be part of the English curriculum.

Following are the percentages of responses at each quality level:

Score	Age	
	17	Adult
1 (Superficial)	26%	37%
2 (Little elaboration)	54	43
3 (More elaboration)	18	16
4 (Thoughtful)	2	4

Most reasons were perfunctory and undeveloped, partly because people were responding verbally to a somewhat vague question that requires reflection. The following samples illustrate the range of responses the question elicited.

Age 17 Responses

Score 1

It would be easier for most people to just watch it.
I like to watch movies.
It's just something different instead of English all the time.
Because I think movies have a lot more to offer and if you discuss them, you have a lot more to offer too.
Because you can't get everything in reading.
I think they make people think a lot. They're more real.
Some of them would help you just like a book.
Everybody looks at them and goes to them.
Because you learn more if you don't know it.
The ones of educational value but not of entertainment.
If it's a good movie.
In a way I think that it should. If they are made under control.
I think some of them should and I don't like some of them. But they usually have a good point.
Not mostly these cartoon pictures but mysteries and murders and stuff like that. Movies are better than what they used to be.
It depends on what kind of movie. Some movies shouldn't be seen anywhere.
I think it would be partly a waste of time. Because there aren't any good movies. The majority of the movies today don't mean anything. Some movies have a moral to them and if you think about them, they mean a lot and some are just strictly for entertainment and they are filthy. That would be a waste of time to study in the English class.
I don't really think so. It could depend on the type of

movie - like a spiritual movie but you really don't think of studying movies in a literature class.

According to what kind of movies it is. Not too many for English. In English it's nothing but writing paragraphs and all that stuff.

In a way, I guess in a way not. I get more satisfaction through the English teacher discussing it. In class it's more better cause you discuss it. Everybody takes an active part in a discussion and you can ask the teacher questions but you can't stop the movie and ask it questions.

It could be. If you like a movie. Not any old picture.

I can't give any specific reasons. Some people make books into movies and add parts and now they have rated movies and you didn't know what you were going to see.

Because movies are for enjoyment and not for teaching and they are to relax your mind.

Not really. They don't have nothing to do with it.

It seems like you don't learn that much from movies sometimes. You learn more from reading and spelling.

I feel that movies are made for money and they do not reflect that much of a moral or any other reason for making them other than for money or entertainment.

I don't think movies have anything to do with English - just with literature and grammar and doing different plays. I've heard of English classes that went to see Wuthering Heights and I don't see how that would tie in with an English class.

Movies are something that you could get along without. It would take up a lot of time and I wouldn't want to do it.

Because I don't know movies - movies seem like more of an entertainment thing, I would like to just go and enjoy it.

There aren't any movies that would be of any help. I think you might make some but I don't know of any now.

Because they're for like enjoyment and I don't think we should have to study them.

English class should be of English and not of movies.

Score 2

Because most of the movies are based on English. The people that took place in the old days. I think that it should be studied because of the movies are based on English.

Our English class went to see the film on Romeo and Juliet and we were studying this in English class. I think that it really helps when you are reading this in literature to go see the movie.

I think that the kids would learn more if they could see movies. They could keep their attention more if they see the movies.

Well, watching a movie, you get more out of it and instead of reading the book and I just think that you would have a better response from the students.

Why not? I mean that it is just a visual portrayal of a book and literature is important in English and that is about the only thing that I like in English.

I guess so if it goes along with the English. There has been 18th century writings and the story in the book and if the movies can give a clear picture of it, I guess that we should go along with it.

Instead of using the standard grammar books, they could notice the movie and how the actors speak and you could get a better understanding about the usage of words.

Any time you can see something before and just listening to the teacher you can see it a lot clearer.

Some of them are movies about novels that some teachers assign to read about and seeing the movie kind of gives them an idea of what the book is trying to describe through words.

I think the kids will get more enjoyment out of movies than reading.

If you're with a group, you can discuss it better and find out things that you didn't see.

I think movies have a lot of literary value. Rather than going through a drab story, you could see a movie.

I think that it would be a good idea. Because they have some really great movies and it's good to discuss them. Like I remember I saw 1001 Space Odyssey and I saw the movie and I didn't get it at all and if we had discussed it in class maybe I would have gotten something out of it cause I didn't get anything out of it. It just didn't have any meaning to me and if we discussed movies, we'd get more out of it. I think we would.

Because like you don't understand a lot of them and now I was in contemporary film and a lot of them I didn't understand. I think you would understand them a lot better.

There's a lot of things that a movie shows that a book can't show and it expresses it more clearly sometimes.

Not all the time when teachers are talking and trying to explain things, a student can't always get what he's trying to say. It's easier to see what the teacher's talking about cause you seem to understand it better that way and I think movies should be studied.

It depends on the kind of movies. Because some of the movies are obscure and you try to get something out of it, and that doesn't do much.

It depends on the kind of movies. Some of them tie into the English classes like Shakespeare and then some of them shouldn't be looked at by classes. I went to see

Romeo and Juliet and they spoke in regular English and you really got something out of it.

Some should be studied as a media for communication but not for technique.

Depends on what the movie is. Some movies should be shown. Like "Incident in San Francisco," it is a good one. It just shows movies more easily. Most people would rather watch than read. I would rather watch too, although I like reading.

Depends on the movie. I saw a movie the other day and it was called Fahrenheit 451 and it was good for English and it told about books and everything. I get kind of bored just sitting in the class and reading and everything. If you could see a movie you don't have to think hard. It is kind of relaxing and you can learn a lot from it.

I guess some movies should be. Some movies have important things like some books do and it's just about the same as reading a book.

I think that some of them should. Sometimes I think students think that sitting there and reading a book, you don't always understand. If you could see it, it would be better.

It depends on the type of movies they have. Like they got these movies that aren't worth seeing, then there are others that have a meaning to them and you should learn more from them. Some are educational and some aren't.

Some movies are good for you. If it's a speech class or a drama class, a good play, you can get a better idea of it than just reading the play. As for some movies, I don't see any relativity at all to it.

It would be a good experience. I can't say yes or no. I'd like to see something like that. Well, it'd be different from everyday crack the book routine. It would catch your attention better than having to read it and watch the teacher talk and go on and on about it.

I don't really think to study a movie is good. But to discuss it would be ok. But not to go back and go over it. Studying movies like "PT 109" would be good to study and learn why something happened or maybe like the bombing of Pearl Harbor and you can get the other side too.

I don't see any reason for it. If you get the book and if you could study the book in English class. It costs a lot of money. I don't know. I think that the kids would enjoy it.

Maybe not in English but I guess maybe in history or human relations. I don't think in English it would do much. Movies show all the good sides and bad sides.

I don't think they should be used because you can't go back and refer to them as you can a book.

I think that if you read something, you should be able to understand it, that gives you a larger value for it. The movies are more for entertainment and enjoyment than it is for learning and when you are going to see a movie and everybody likes it - you are going to see it too. If one of your friends say that it is a good movie, you are going to see it right off and see if you like it. It isn't helping your vocabulary, you are just watching the movie. When you are watching a movie in English, you can catch things out of it that you wouldn't catch reading - you wouldn't do much reading then.

We've been seeing movies in English class for the last three weeks. We write notes and talk about it in class. We don't get nothing out of it, then he gives little tests.

Because I feel English is to learn the language that you speak in your life and I don't see that movies have anything to do with that. I myself have enough trouble learning now without anything else in there.

Things that might really happen like the Civil War. No, not really, I don't see what it would have to do with English. Maybe in a history class.

I think that movies can be studied in other classes. They could pertain to other classes more. Something like social studies or something like that instead of English class. I just don't feel you should be watching movies in English class.

Not really. When you see a movie, you really don't listen. That happens to me. I don't know if that happens to everybody. When I read, I concentrate and I understand more by reading a book.

Because if you are going to study a movie, you really have to look into it and it takes away some of the enjoyment.

I think movies are false. They create an image that's not really true. Like the biographies. You know, like you say you have a biography on the Charlemagne Empire or something. I don't think it's true what they put on the movie screen. I just think that movies are false. I don't think they have anything to do.

Score 3

Because you may read a book and picture something but if you see the movies of it, you understand it more because it's being played out. I think it's more exciting than reading a book. It's there in front of you and you see the people.

It would be a good idea to have that cause movies sometimes - if you go to movies - and people didn't understand that movie, but when you read the book you kind of understand

what the author is trying to say. I think if you study movies then people appreciate books when they're reading one.

I think some movies have meanings or thoughts that can pertain to English class. I can see the advantage of studying films. I think it would help because you could hear the diction and see the mouth making vocal sounds and the pronounciation of people and using words deliberately. Even everyday daily speaking.

I think that movies have a lot more to do than with things that are going on right now. What it seems that they are doing. I really don't see what The Iliad and The Odyssey had to do with anything about directly what is going on now and it seems that we should use all that time to be concerned with what happened way back then. It seems that we should be concerned with what is happening right now. A lot of messages you can get across in the movies. We had the same thing in our family. My sister left home and she was living with a guy by the coast that she wasn't married to and my mother couldn't understand that. We saw a movie on television and after that movie I think that she really gathered what it was all about.

Because I think movies are more interesting and we had a movie on Hamlet and if we hadn't had that, I wouldn't have understood the play as well.

The main reason would be cause I took film this year and I learned a lot from them that I hadn't gotten out of them before and a lot of the meaning came out and we had to write on them and you learn who the character really is and you get acquainted with them and it's interesting how they use their talent and you feel what they are doing.

Because most movies it's just like it's really happening. The same things that happened in life time and maybe it will help you decide what to do. And it helps you to know that you're not the only person that has these problems or just problems of any kind that you go through and it seems so real that it seems that it would be a good idea to study them and it would help all the students.

I think that a lot of movies show our society today and the way they are made and not just the subject matter. I think it's good to learn about society and instead of reading literature of long ago, we should read modern literature and learn about our society now cause people's ideas have changed a lot.

It might make the English more interesting and almost the same with great literature, it teaches about different people.

Because I enjoy movies better than reading. Because with movies you can see the picture and you can see what is going on. You can see how the author expresses himself. A movie you can only look at the character and pick out different points better than you can by reading it.

Depends on what you are studying about and what you are studying for. Maybe it would help you visualize it better. They say that a picture is worth a thousand words and maybe a picture can say something better than what the teacher can. Maybe a movie can help out that way.

I think it would be more of a farce, you know, if you couldn't watch the -- like some kids don't get to do much -- like if the movies are on TV or something or you couldn't afford to go to a theatre. It's not right if you can't make it. It would be ok when you see things happening you can learn more cause you visualize it better.

I think that it is mainly an individual affair. The person interprets anything that he wants and the way that he wants it. I think that is the way it should be. I don't think it makes any difference if he understands it.

Maybe they should be taken as a separate class themselves but not a part of English class. When we study movies, the first thing that we look at is what the movie says and in that respect it would be an English subject. After that they go a little further - how they brought out what the movie said. How it may have been settled a little better.

Most movies - popular movies you see nowadays, they are not really realistic. They are like the paperback you could pick up at some pornography stand; but movies like <u>The Bible</u>, they tell of what has happened.

Score 4

I think that a movie is a very good supplement to an English class - like one particularly good example was <u>Up the Down Staircase</u> and I read the book and I missed a lot of things in the book and picked them up when I went to see the movie. And they should be used not as a replacement but to make things clear. I think that a movie can help a person in creative writing and it gives him a chance to make better comparisons and it makes you think of better ways to write down what you see.

Because most movies are from books anyhow. If you study books, you might as well study movies too. Then you could get more of the feeling out of it. Like you could compare it with somebody else's interpretation as well as your own. It is more interesting to the class and

then you wouldn't have to take the homework home. You could do everything in class and you wouldn't have to worry about somebody catching up with you or getting ahead of you.

They are just another part of your language. It is just like if you read a book, movies are the same thing. It is just like some books that you read. It would take away some of the boredom. It would add a new style or a new technique into it. You could read a play like you read plays in English and see it acted out. The author didn't write it for people to read it, it is made to be acted in most parts. Just the acting and the emotions and gestures are a part of literature and brings out another part of English.

Because movies can teach you the same thing you learn in reading. It's different cause you are learning visually. I think that movies have almost the reality that books don't have. They are easy to relive the music, ideas and colors and helps you to remember. Last year we saw "The Bridge" and we talked about it, if we had just read the book, it might have given me the same thing but it would be much different from reading the script to a movie and you can take different -- in a book the style has a great deal to do with the reactions in a book. In a movie, I don't think you have to go into the technique of making of the movie. Certain scenes are just as much of an art form as literature, especially when movies are becoming more and more well done.

Yes, because usually the movie is based on the book and I think as you see the movie, you aren't really getting everything out of the book because in a movie you really see it put to use and you really see a setting example right in front of you. In the book you may think that you have it understood but you may not fully know what it is all about. Sometimes the movie is more interesting than the book and it comes on stronger. It doesn't take that long to get that information whereas reading takes longer. It isn't hard to watch a movie, you can just sit there and it is kind of all given to you.

I think that they do have values because people can look at them like books. It is kind of like history. I think that movies can be used as sociological study. There are movies that are just like literature and they help you understand the book a little more and seeing the characters. They might shatter your image of the book because you have a perfect scenery of what everything should look like and things like that. When you see the movie, you are kind of dismayed of what that looks like.

Audio-visual is a very important part. I don't see very many films in all my classes but you can't just sit and

listen at the teacher all day, you have to see films that kind of bring things out. Like studying pollution. If there was some kind of film to see -- like the oil spills in Santa Barbara -- it brings you closer to what you are studying about. Like seeing is believing -- gives you a better perspective, like the teacher says something, you might think he's kidding until you see it. If you read a book or a story and see a movie about it, it is a completely different thing. You can read what goes into a guy's mind but in a movie you can see how he really acts, his environment and everything; it's two different things and it really helps to give a true interpretation of what the author or film director really means.

Because I think that the author - you see the plot and the ways that it could be changed. How come it is good the way that they set it up and everything. You could see a movie and then the next day in class you could discuss it and all that. You learn from that. Maybe it is a movie about history of certain things that you are studying in English like speaking or something like that. Maybe you could get from the movie how he tells the speech or something like that.

I think so, because now there is a lot of controversy about movies being shown and if you could take like "Romeo and Juliet," it's studied as a play but if you could correlate it to the movie, you might understand it a lot better. If you could go into more depth with them you could understand them more. I guess if you read a book sometimes you don't really get an idea of what the author is trying to get across, but if you could see the people acting it out, you could study the expressions; whereas in a book you would interpret it yourself.

English nowadays, you can just learn about words and how they should be used and read short stories and some poems but they should also teach you about movies and how to pick out the plot and how to react and whether or how to evaluate the movie and you could learn the difference between actors and you learn how to enunciate words better. Also you have a tendency to learn and how to cope with problems you see others cope with, and you can evaluate your own.

I don't know, movies tend to give the wrong impression. It depends on who makes the movies. If it comes out of Hollywood, I think they have created too many wrong images. The only example I can give you is my Dad was in the service. When this friend of mine met my Dad, he couldn't believe it, cause he thought he was suppose to be 6 feet and I'm taller than my Dad and I asked him

why he thought my Dad was 6 feet and he said "I thought everybody in the military was tall." Then I think like you take a movie like "Seven Days in May," people think: look what the Army is trying to do; they are going to take over the government. Not any movie out of Hollywood are really truthful. Like you take "Joe"; it was overdone and you are kind of getting the viewpoint of the director. I do not know some of these news stories and movies produced by newsmen aren't too bad. I really don't think the story ones should be studied in English. Most people just sit there and won't do anything in a movie anyway. If there is a big significant value in the movie, you will just get the director's viewpoints. You could take one movie made by a guy with a liberal view and another with a guy who isn't and you just can't ask these people about their views like you can in class. You can discuss a book in class. When you are reading a book you can go back and go over things. In a movie you can't stop it and go back.

Adult Responses

Score 1

No. Movies couldn't help very much but records would.
Yes. Because I believe that through movies it's easier to learn.
No. It depends on the movies, most of the movies nowadays are about sex.
Depending on the movies, I think no. They don't speak correct English mostly.
Oh, that's a questionable question these days. I would say that it takes a very discerning teacher to choose the one. I wouldn't say unequivocally no but I'd say that it would have to be chosen carefully. I have little confidence today in the ability of the movie industry to limit itself to what's good for the public. In thinking of that, I think the English teachers probably are limited in their ability to choose good movies too, because you have to see something before you can put it before your students and some movies are not in my opinion worth viewing in the first place.
No, I think English should be. We can't study English and be studying movies all at the same time cause, I tell you the reason why, English is a part of a number of vowels, and we should be forced to try to get our understanding from the English first before we go into the movies.
Yes I do. Because grammar school, they don't understand

book reading as well as they would a movie because a child understands something he sees and hears better than he does when he has to read. Better than he would understand something that he would have to read.

I don't know about that. I never saw a movie that I thought could be used for an English lesson.

Well, the right kind of movies but there's some kind that ain't fit for people to watch. Well, there's some movies that they put on that hain't decent, hain't decent for youngsters and things that way to watch, but for grownups it might be all right for some but for some -- if they want to live Christians and things, the movies ain't fit for them to watch the way I look at it. But there are a lot of them that does.

Yes, educational movies. I think movies are a good way to learn from, the right type of movie.

It depends on what the movies were. If it depends on what the movie was about, how it was rated and if it would do them any value.

It depends on the movies. (DO YOU WANT TO EXPLAIN YOURSELF?) Well a lot of your old fable stories have been turned into mush really they are not fit for children to see. One in particular is "The Owl and the Pussycat." Who'd ever think that a nursery rhyme would turn into something that it wasn't meant to be?

No. Well in school to me English was always just breaking down sentences and things like that and things that you don't really do much unless you are an English teacher. You never break down sentences and pick out subjects and pronouns, verbs and adverbs and all those other things. I don't think you use it much after you are out of school. You have to have it to use your proper English that you don't use the word "ain't "in sentences and that kind of thing.

No, because nowadays every movie that is shown is trash. Because nowadays they are not showing the true family movies that they used to do. Everything is all propaganda and dope and I don't know how to explain it, nothing is clean any more.

Score 2

That's a hard question to answer the way the movies are today. There are some movies, yes if you take like biographies and some of the wider movies and not some of these Z rated movies or something. For one thing you can not only get a better idea of how to speak better English but how not to speak some English that you hear.

No. I just don't think that movies should be shown in school. I want to change it and say yes. Maybe they can get more out of the movie and be able to discuss it more.

Well, if they would go along with the course, yes. In many ways it will help if you are able to see it instead of trying to learn by sounds and not being able to see what they are trying to do.

Yes. I think when you see something, you tend to remember it better.

No. Just from personal experiences I feel I get more out of reading than from seeing a movie. When you put it in a movie, so much is left out.

Yes I do. I feel that for one reason students seem to be more attentive watching a movie than someone reading out of a book or explaining to them certain things that he's trying to get across and just about everyone will be watching the movie more or less so they all would be gaining from the knowledge they receive.

It depends on what they are showing. (COULD YOU ADD A LITTLE BIT MORE TO THAT?) Well, oh, like educational would probably be best thing for kids who go to school. If they are going to show movies they should show educational programs or something like that to help them out. Well, like some kids go to school and they don't catch on right away, you know, they're slow, so the best thing for them to do is to have a movie on the thing, you know, and maybe it will help them along with learning.

I don't know, it's according to what kind of movies, the subject and like that it's on. If it's about the subjects that are being taught in school, it would be a good deal. It would help, be kind of like a teacher in many ways.

Some movies. Some of them are nothing but trash. Some of them are just like T.V., very educational. It just helps you because some kids can't pick up things out of a book but I think they can get it out of T.V. or things like this, something that they can see they can associate with different things.

Yes, some of them, I think they make some good movies that should be. Well, they make a lot of movies from good books and I think you can learn more from seeing it than reading it, and it leaves a deeper impression on you.

Yes. I think a kid can pick up more out of a movie than he can a book, remember it a little more. (COULD YOU EXPLAIN THAT A LITTLE FURTHER?) They read a book or read a page or something they only read it but if they see some action, they will pick it up more.

Yes, I agree that a lot of people say it would be easier for students to comprehend the movies rather than just reading a bunch of words that they can actually see it acted out. It's easier to see what the author was trying to bring out.

Yes. It teaches the kids how to express themselves in a lot of different ways and it teaches them speech and voice and that's all.

Good movies, yes. There is a lot of proper English used in good movies.

Maybe some types of movies, they might help you to get a little more feeling, something like different phrases or different tones of words that go with certain actions. I was just thinking that I read somewhere that the English language was one of the hardest to learn because we have so many slang words and so many different accents and parts to bring out that are different from other languages.

Yes, it might be interesting. For the same thing as reading literature you can learn different things and find out the meanings of and apply them to your life.

That depends on some of the movies. Yes, I think some of them could be. I think sometimes -- now if I remember my English class which was quite a while ago -- I think with the movies they make today (anyway a lot of them), they would not only be more interesting but kids nowadays are a lot smarter than they were when we were in school and I think a movie would hold their interest. I know it would mine.

Yes, I do because I think that is a form of literature also. Not like reading from a book, you get the picture and the sounds.

As far as learning the English language, no. As far as literature or English art, yes. Well, movies are a form of art, I'm not sure that I agree with everything that's in the movies today but there have been movies which can classify as true art.

It depends on the type of movies. Now maybe a Shakespearean movie for something in Shakespeare, yes, or maybe a person's autobiography when you are speaking of him or his words; yes I think they would be appropriate in a classroom.

Score 3

Yes, I think it would be a good idea with some selection you know. One very good reason for using movies in the study of literature is that they can capture a novel into a much shorter time - "pictures being worth a thousand words" - it can give students or individuals a survey of literature and then they can tell from this if they would like to read it themselves or don't have time to read these things they gain the familiarity that is necessary in our world because so much writing is based upon great literature.

Yes, they could be studied if pertaining to particular plays, poems, things of this nature. My reasons for the answer is that a visual study or class would be a little bit easier to put together acts, actions, deeds and so forth for particularly in poems or plays instead of trying to visualize or imagine. It would be a little bit easier to understand -- especially definitions of words and acts and so forth.

I think the backbone of it should be there, the written word, what they have to read and formulate in their own minds. I think the movies is just another way of expressing what literature is all about. I think they would be of value in an English class but I think they should play a minor role. You've got to learn to read the great words and that comes first before you go to the movies, which is another form of expression, form of art, another form of thought.

Yeah, I think so. I think Shakespeare was to his day what a lot of movies are to our day and I don't think the people in Shakespeare's day necessarily understood everything he had to say. I don't think we all can understand what the movies are saying and by studying them I think you can learn reflection of our culture very comparable of what Shakespeare reflected. I guess Shakespeare is considered literature and worthy of study. I think movies are a real good way of not only catching what is said but catching the feeling, tone, experiencing that you can't quite always experience in reading.

That all depends upon what kind of English they are teaching - verbs and adverbs I don't think they would do any good. Literary wise, yes. I don't know, I haven't got too much out of verbs and adverbs anyhow; so it's easier, like in a movie. It's just going to be continuous and you can't stop and ask a question, but if you have someone that is teaching it, you can ask them a question about the phase that you don't understand. Like a literary work: if a person made a movie out of it, I think it would be a little bit easier to understand.

Yes, I do. I think that movies or any form of visual-aids tend to be another facet of learning in the fact that some students who might be bored with just words or hearing someone speak, the movie itself might be a catalyst to give them an interest to start to learn that they would not have had under other means of teaching. For these particular students or other students a movie might be a good means of getting across a play of Shakespeare which otherwise might be very dry to a student.

No. Well I've seen a lot of movies. I mean several movies. I mentioned one a while ago, like "Ivanhoe"; now that was a good book. Now I read that book two or three

times, but the movie didn't come up to the book. You just can't put on a film what a man can sit down and write. Something you can read in the book and you can sit here and read it and that man wrote it you can imagine all that stuff happening, but there is no way you can put it on film and have it come out the same. It would not be the same to any two people, because the book wouldn't be the same to any two people because they would never see it the same.

Surely. Because you can get much out of a movie where you might not get anything out of a book or something of this nature. It is more vivid on a screen where you can. Your mind absorbs so much more, really, I think from seeing it. It's there you know, you don't have to form a mental picture of it. It is there on the screen, you can actually see what is going on. (ANY OTHER, ANYTHING ELSE?) Well, yea, you know, it is not so tired, boring, if you are reading you have a tendency to really go into a world of your own, but when you are seeing things on a screen you can still see things around you. You don't have to concentrate on the words, they are brought out for you. It's not where you have to keep looking, looking and looking, you can be more diversified, I think if you watch the movies.

Certain movies, yes I do. Today's movies for the same reasons, teaches you to think, teaches you to interpret movies and interpret what you see. I think it would be very interesting to the students to hear this discussion on movies and their views.

Yes, certain ones. Well I think some movies could show good English as well as bad English and also show you life as it is and show you how make believe something can be which also should be taught in English.

I think movies should be studied as part of English because they not only contain a lot of technical information about how movies are made which are appropriate to other kinds of classes but specific to English classes, they portray events and scene from experiences outside of an individual's immediate realm of experiences. They provide for the individual a pictorial and graphic indication what in fact colorful costumes or the effects of a larger perspective is. There is an interpretation on the part of the director and producer of the intention of the author and the scene which the author has depicted, they make that somewhat real in action. So a movie takes away to a certain extent the ability of the individual to visualize himself what is in literature but it provides for him by way of replacement a picture which is accurate, at least in the mind of the director or of the choreographer who is involved with the movie what things looked like at the time. The movies are

probably capable of a more extensive research into exactly what costumes were specific to a different time or a different mode of living from the current time and can bring this experience to the receiver of the movie.

Yes. It projects the director's point of view of what's going on and how the writer wrote it. It is a form of art. It shows his opinion of how a character should be portrayed, so he is in a way doing your thinking so to speak for you, a little bit. You still get your turn and interpretation and like the commercial they used to have on the radio your imagination just goes wild. Of course, even with a serious play, like when I read Shakespeare for the first time, it was never as good as the first time I saw it -- even on TV it was the best portrayal because they were able to show some animation into it that you couldn't get on a live stage. But I do think it does portray because it does aid your mind. A close interpretation of it - when one is not familiar with something, like things are in the South could not show it in his own mind, could not comprehend it without a good interpretation of it. If you have read some of the Black writers on how things are in Harlem, or even in Africa, you can't possibly get a good idea of what the author is describing unless you have a look at it and get a good interpretation of what it looks like and shows you that here's what he's talking about. Of course, it is part of adding to your knowledge and the next time you read it, you will have a better idea of what is real.

Yes. Movies are another form of exchange of ideas and the ability to see interpretations of an idea. It's also, besides, a source of enjoyment; it's a way of getting deeper into a theme or idea. You can relate to it better, I think, if you see it on the screen.

It depends on the type of movies. Movies today, I don't think they should be studied as part of English classes because I don't think they have very much to say. I don't think - I think they are just done for the sake of having people come and making money. Some movies I would say they should be pretty well censored. (WHAT TYPE OF MOVIE DO YOU THINK?) I think movies that deal with our social problems and our - well the problems of today, some good movies around - the racial problems, there's some good movies on the racial problems and today movies, dealing with society today, I think they would be good movies for children to see. I know like in our area, there's very few people that like Negro problems or the racial problems, you know there's no Negroes in our schools around here and I think the boys and girls should see some of these movies that deal with some of

the problems because they don't know. Children today don't know how some people live, and I think these types of movies would be good for children to see.

Oh, yeah, I think so because it's one of the important art forms and I think they should be appreciated just as movies and I do think in some cases they also stimulate interest in the literature itself. It all depends too, because some literature gives itself to movies and other types of literature doesn't or don't but in any case I just think that movies are very important kinds of expression and should be a part of the studies of humanities and both as movies and also a way of presenting literature. I was just trying to think of what the arguments against having movies might be because it seems so evident to me that movies should be used. I don't think movies are an inferior form of communication and I think in fact they are very important and very highly developed and an artistic form of communication and certainly should be in an English program.

Yes, I think so. I think movies have become an art among themselves. Movies used to be repetition and sometimes a poor one of other forms of art or literature itself, and it would take off from literature and try to attempt to show you what you were reading. It would try to describe in full visual what you were attempting to perceive with your mind from literature. I think today it has transcended that, and the sentiment has become an art of expression which often times will pick up and carry beyond that capability of literature itself. It has become an art form which often times things are created purely for the sentiment. It's not just doing what it's done before but it's creating new types of literature in the sense that the script is taking it and executing it in a way that could not be done by any other art form.

Definitely. And I also feel that they should be studied as a part of art too because movies is an art form. Movies are very much like books are -- basically chronicles. And they can say a great deal on the psychology and sociology of the morals of the people in a particular period of time. This is particularly noticeable in movies that are ventured as compared to movies that go now. Movies can create a historical background and picture for many types of areas or artifacts that some day will not exist again and movies will be our only link to them. Let's say the pyramids or the Aswan Dam is going to wipe out a part of a temple eventually and unless we take a lot of photographs and movies of these things we may not ever see them again. I feel movies are a very valuable art form.

Below are the categories according to which responses were classified.

1. Movies create interest in a book or in a class.
   Percent in category: Age 17, 21%; Adults, 11%

2. Movies increase understanding of books.
   Percent in category: Age 17, 32%; Adults, 34%

3. Movies should be studied as an art form similar to literature.
   Percent in category: Age 17, 17%; Adults, 13%

4. Movies teach us about history and other cultures.
   Percent in category: Age 17, 11%; Adults, 7%

5. Movies would improve grammar and rhetoric.
   Percent in category: Age 17, 3%; Adults, 5%

6. It depends upon what kinds of movies are used.
   Percent in category: Age 17, 25%; Adults, 38%

APPENDIX A

The tables which follow present the national and group results for all released and unreleased exercises in this theme. For every result there is a national percentage (the first figure after the word "effect" or the first column of figures on the left of the page) and the standard error for that percentage ("S.E.P."). The national percentage is followed by the effects, or differences from the national figure, for each group, along with the standard error for each effect ("S.E. Effect"). To clarify this, turn to the very first results, those for Exercise R401. The first result presented is the percentage of 13-year-olds who did not respond to the question. The national figure is 1.8% (with a standard error of .4%). The next column of figures represent the effect, or difference from national percentage, for the Southeast group: -.7%. In other words, 1.1% of the southeasterners did not answer. The Western effect is -.1%, the Central effect is -.3%, and the Northeastern effect is 1.0%. One can always determine the actual response percentage for a group by adding its effect to the national percentage.

An asterisk after a result number indicates a correct foil.